OLD CHURCH C.E. (C) PRIMARY SCHOOL
POLICY FOR ANTI BULLYING

The policy for Anti-Bullying outlines the purpose, nature and management of the process at Old Church Primary School. The policy reflects the consensus of opinion of the whole staff and has full agreement of the Governors Curriculum Committee. It was reviewed and ratified by the **Governors in January 2017. The Friends of Old Church also reviewed this policy in January 2017.** A policy review will take place every two years. The implementation of this policy is the responsibility of all teaching staff.

Inclusion and the Anti-Bullying Policy.

At our school we teach anti-bullying to all children, whatever their ability and individual needs. This is in line with the school's policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with learning English as an additional language. We make reasonable adjustments for those pupils with additional needs to ensure that they are all able to access the curriculum by the delivery of appropriate teaching activities and methods of recording.

Children identified on the SEND register will be given additional opportunities to talk and complete questionnaires related to anti-bullying. This time offers SEND pupils further occasion to be heard clearly and provides staff with vital information regarding pupils' feelings. In turn, this enables key provisions to be put in place to support individuals, should they be needed. (Circle of Friends, Lego Therapy, SEND specific Circle Times). It also confirms that SEND children are clear what incidents of bullying are and how they can report them.

1. Statement of Intent
We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere, without fear. Bullying of any kind is unacceptable at our school and will not be tolerated. All pupils should be able to tell and know that every allegation of bullying will be taken seriously and dealt with swiftly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

2. What Is Bullying?
The Anti-Bullying Alliance (ABA) defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyber space."

Old Church have adopted the phrase **STOP** (Several Times On Purpose/Start Telling Other People) to encourage children to identify acts of bullying.

Bullying can be:
- Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transgender: because of, appearing as or wishing to be considered as the opposite sex
- Verbal: Name-calling, sarcasm, spreading rumours, teasing, use of homophobic, racist and disablist language
- Cyber: All areas of internet, such as email & internet chat room misuse; Mobile threats by text messaging & calls; Misuse of associated technology, i.e. camera &video facilities.

Bullying is not:
It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (**STOP**).Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with

friendship breakdowns, the odd name-calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

3. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Every child and adult has the right to be treated with respect. Mutual respect is something we endorse; in particular, we encourage children to develop a respect for individual differences and to celebrate them.

Pupils who are showing signs of bullying need to learn different ways of behaving. There are strategies used to support a child once they have recognised and accepted their bullying behaviour. Mentoring is also offered for children displaying bullying behaviour, to allow them to make positive changes. Bystanders also have a role in bullying behaviour. Old Church staff has a responsibility to respond promptly and effectively to issues of bullying.

4. Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of Old Church School have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- the school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- the school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004, Preventing and Tackling Bulling Dfe 2011, Equality Act 2010. We have also informed our policy by taking due regard of Bullying – Don't suffer in Silence – An Anti-Bullying Pack for schools (64/2000) Dfe 2000.
- all governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- all governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- all pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- whole school initiatives (staff training, celebration assemblies where children are encouraged to bring in certificates of things they do outside of school, Anti-Bullying Week activities, worry boxes, proactive teaching strategies, lessons providing SMSC development, Seal materials, circle time etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- a positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

5. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

6. A Charter For Action.
Old Church School is Committed to the principles set out in the:
'Bullying – A Charter for Action' document. (DCSF)
We will endeavour via lessons and opportunities across the whole school (e.g.anti-bullying week) and within the SMSC requirements, to use these principles:

For pupils who experience bullying that:
- they are heard;
- they know who to report bullying to and how to get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:
- sanctions hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:
- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- children are encouraged to develop a sense of social responsibility e.g they do not walk away from bullying they tell staff instead

Procedures
- Report bullying incidents to staff.
- In cases of serious bullying, the incidents will be recorded by staff. This information will be analysed providing opportunities to identify patterns and triggers for unacceptable bullying cases.
- In serious cases parents of the bullies and their victims should be informed and will be asked to come in to meet staff and discuss the circumstances.
- An attempt will be made to help the bully (bullies) change their behaviour.
- Interventions will be in place to support the child experiencing bullying behaviour.
- If necessary and appropriate, Community Support Officers will be consulted.

Outcomes/ Sanctions
This is not a hierarchical list. Response will depend on individual case.
- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes
- Work outside the Headteacher's office
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school and have support from Parental Support Advisor if
- Requested (for meeting and/or sources of support outside of school)
- Go on a self-improvement course / behaviour plan

- Be removed from class and work in isolation
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

Prevention
We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters
- Consultation activities with children

Lesson plans and activities from ABA are delivered during Anti Bullying Week. We also teach children elements of the previous PSHE scheme of work such as 'Say no to Bullying'. SEAL materials are also used to prevent bullying and to help promote anti-bullying. Additionally, Happy Helpers are organised and monitored by the Behaviour co-ordinator. This is a peer group who are there to assist children at lunchtime and are an invaluable means of 'keeping in touch with the playground'.

7. Cyberbullying
Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, to deliberately to upset someone else. (DCSF: Cyberbullying – A whole-school Community Issue. 2007)

The **Education and Inspections Act 2006** (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power:

"to such extent as is reasonable" to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. This is of particular significance to cyberbullying, which is often likely to take place out of school but which can impact very strongly on the school life of those pupils involved.

Prevention
The School will address the following:
- promoting the positive use of technology
- understanding and talking about cyberbullying
- keep up to date with existing policies, guidance and best practice
- ensure reports of incidents are given importance
- monitor and evaluate, as part of periodic consultation with pupils on bullying, the impact of these prevention techniques

As part of the ongoing work on the Learning Platform, parents and pupils will receive information about spotting cyberbullying and its avoidance.

Policy modelled and adapted from: Kidscape (2005) in association with the DCSF, Governor responsible for Anti Bullying policy, Chair of Governors, Behaviour Coordinator, Old Church SLT and Friends of Old Church.

The policy operates in conjunction with the following policies:
Equal Opportunities
Child Protection
Behaviour
SEND
Racial Equality
Professional Development
e-Safety