



Anti-Bullying Policy

Introduction

At St Marys CE Primary School our core values are:

***Our values** are based on things that pupils, parents, staff and governors have told us are important. We value the sense of family that St Marys demonstrates and all that is important within relationships such as love, care, encouragement, mutual respect, kindness and thoughtfulness. We feel it is a place where parameters are understood and from this position of safety, it is possible to take risks and find out for ourselves, mistakes and working together to make a difference.*

***Our aim** within our small school is to nurture confident, emotionally resilient and thoughtful individuals, who understand the positive contribution that they can make in the world.*

***Our vision** is for a community of learners who feel safe to grow as individuals knowing that God loves each of one of us the same and who can say "I am happy to be me". In our school we are committed to broadening the opportunity; the fostering teamwork and friendship; to inspiring attitudes and aspirations; and to developing self-belief and generosity of spirit. In our school we know that we will be supported to challenge ourselves and be challenged with confidence that encourages us to be the best we can be.*

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

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- Members of staff- through regular agenda items at staff meetings, consultation documents, surveys.
- Governors – discussions at governors meetings.
- Parents/carers – parents are encouraged to contribute by taking part in written consultations, attending parent meetings, and taking part in workshops delivered by the LA anti-bullying co-ordinator.

- Children and young people – pupils contribute to the development of the policy through the school council, circle time discussions etc. and through collaborative displays
- Visitors and students working in school are given a short version of this policy in their welcome pack.
- Other partners- including visiting external providers in school, breakfast clubs and after school providers, representatives from the local community, police etc.

This policy is available

- Online at www.st-maryscofe.notts.sch.uk
- From the school office
- Through child friendly versions written by pupils
- A shorter version is available for all parents/carers and also for volunteer helpers and students.

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school the role is the head teacher, Mrs S Ilett-Coupe. Responsibilities include:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is: - Mrs Paula Martin, Chair of Governors.

Definition of Bullying

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 cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

We teach our children STOP – bullying can be identified as **Several Times On Purpose**.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- Physical (repeated, deliberate hurtful and pre-meditated hitting / kicking)

- Taking or damaging belongings.
- Name calling.
- Taunting or mocking.
- Making offensive comments (spreading nasty stories about someone, deliberately excluding someone from social groups in order to be hurtful).
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied? Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age.
- Being or becoming a transsexual person.
- Being married or in a civil partnership.
- Being pregnant or having a child.
- Disability.
- Race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex /gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- Bullying related to appearance or health.
- Bullying of young carers or looked after children or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place? Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying: The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites.
- Posting prejudice/hate messages.
- Impersonating someone on line.
- Public posting of images.
- Exclusion.
- Threats and manipulation.
- Stalking.

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people.
- Young people and staff
- Between staff
- Individuals or groups

Reporting and responding to bullying:

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- Concerns, once identified, should be reported to any member of staff.
- Staff will investigate all concerns with pupils, reassuring children who have reported their concern and investigating appropriately, the incident with any child who has been named
- Staff will record the allegations. It could be that they will use the "incident" form, or if appropriate, they will record a bullying incident on the form headed "School Bullying Incident Form".
- The co-ordinator, Mrs Ilett-Coupe, will be informed
- We give our pupils and community a consistent message – if they haven't told us, we do not know. Our message focusses on telling someone. We teach our pupils – **STOP – Start Telling Other People** and at FS/KS1 we use the "**helping hand**" for naming the people we would tell.

- We review policy and procedures with our pupils every year

Procedures: All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

- All parties will be interviewed and the reported incident will be recorded.
- Appropriate disciplinary sanctions will be implemented in accordance with the schools behaviour policy. A sanction should be appropriate to the seriousness of the incident but should always send out the message that bullying is unacceptable.

Direct sanctions may include:

- Making personal apology to offended party
- Temporary exclusion from clubs
- Temporary removal to work in the school office
- Internal exclusion for a day in the school office
- Withdrawal of privileges
- Use of behaviour charts/short-term targets/contracts/home-school behaviour record book
- Fixed term exclusion
- Permanent exclusion

Direct sanctions can be an effective deterrent to bullying and underpin our anti-bullying policy, acting as a clear set of consequences. Direct sanctions will be used within the framework of other strategies or as a last resort when all else failed.

- Responses will vary according to the type of bullying and involve other agencies where appropriate.
- The range of responses and support should be appropriate to the situation – should have a solution focused, restorative approach, and may include circle of friends, individual work with victim, perpetrator and referral to outside agencies if appropriate.
- Parents and carers will be informed of the incident as appropriate.
- Reported incidents will be followed up, especially keeping in touch with the person who reported the situation.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crimes.
- Using the EHAF process where appropriate to involve other agencies who may be able to support.
- Using services of a provider such as “Think Children”.
- Using in-school strategies, such as Draw & Talk; Buster; Taming the Anger Gremlin; Happy to be Us” nurture groups; Circles of Friends

Recording bullying and evaluating the policy: Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottsc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in weekly staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at St Marys CE Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-Bullying week annually.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council, Young Leaders
- Achievement in all areas (positive attitudes and behaviour, given equal prominence as skills; knowledge and understanding) is celebrated through weekly “FAB” assembly; Class Star of the Day; individual sticker charts with “treasure chest” prize for completion
- Playground Buddying and other student led initiatives

Reactive programmes for vulnerable groups or groups involved in bullying.

- Small group work
- Circle of friends
- Strategies for reflection

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Underpinning all aspects of our school life is the integration of our Christian values. We recognise and celebrate that we are different and have different strengths and interests, but feel that we are united in our core belief that this is our school family, underpinned by it’s Christian values and ethos.

We have a very strong emphasis on Collective Worship as the time in each day when we join together with a common purpose. This is a time when we teach and reinforce a message of Christian love and unity; where we reflect on our own place in the school family and wider community, and where we consider our values and the impact of all of these things. We regard it as a special time together.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Code of Conduct Rights & Responsibilities
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
PSHE	Strategies to prevent bullying
Complaints’ Policy	Guidelines to make a complaint if families are not happy with the school’s response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

School	SCHOOL BULLYING INCIDENT FORM	
	Date of Incident	Time of Incident

Nature/Type of Incident (Please Tick)

Extortion

Personal possessions taken/damaged

Isolation/Being Ignored or Left Out

Forced into something against will

Physical

Written

Verbal (Name-Calling, Taunting, Mocking)

Spreading Rumours

Cyber (Email, Internet, Text)

Other (please specify)

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role
1					
2					

3					
4					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	
<i>Religion</i>	<input type="checkbox"/>		

Brief summary of Incident

Action Taken include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a EHAF used? YES/NO
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.

6.

Form completed by:	Date:
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Follow-up	Date

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	