

 <p style="text-align: center;">SOUTH BERSTED C.E. PRIMARY SCHOOL</p>	<h2>South Bersted CE Primary Anti Bullying Policy</h2>
Web and/or Internal	
This policy should be reviewed every	Every three years
Policy approved by Governors	Autumn 2016
Date of Review	Autumn 2019
Member of staff responsible	Headteacher
Policy created by	School
Signed by Chair of Governors and/or Headteacher	

Statement of Intent

At South Bersted CE Primary School we are committed to providing a caring, friendly and safe environment for all of our children, so they can learn in a relaxed and secure atmosphere. We promote good behaviour and make it clear that bullying is a form of anti-social behaviour which is wrong. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school.

This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims

At South Bersted CE Primary School we aim to:

- promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- take positive action to prevent bullying from occurring through a clear school policy on Social, Moral, Spiritual, cultural (SMSC) and Personal Development.
- show commitment to overcoming bullying by practising zero tolerance.
- inform pupils and parents of the school's expectations and foster a productive partnership, which helps maintain a bully-free environment.
- make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

General Definition

Bullying is the prolonged use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (eg: hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching, or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Verbal: name calling, sarcasm, spreading rumours, teasing.
- Cyber: internet misuse, eg as email, internet chat room, social networking.
- Mobile threats by text messages or calls. Misuse of associated technology. (See Appendix Three and ICT Safe Use Agreement).

Bullying is not:

- a one-off fight or argument.
- a friend sometimes being nasty.
- a disagreement with a friend.

Equality

Prior to the introduction of the Equality Act 2010, the school had a duty not to discriminate on the grounds of race, disability and gender. Since its introduction in April 2011, the school's duty has extended to include discrimination on the grounds of age, sexual orientation, religion or belief and gender reassignment. When investigating and dealing with any reported hurtful or bullying incidents, it is imperative that staff promote equal opportunities in order to eliminate discrimination and prejudice based bullying.

Roles and Responsibilities

Governors

- Promote the well-being and ensure the safeguarding of all pupils in school.
- Ensure the school carries out both the letter and spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the bullying policy.
- Ensure that policy and good practice is reflected in the school's anti bullying practice.

Headteacher and Senior Leadership Team

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the well-being and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents is heard and communicated to governors.

Teachers and Teaching Assistants

- Contribute to the building and maintaining of a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the well-being and ensure the safeguarding of all pupils in school.
- Behave with respect and fairness to all pupils.

Pupils

- Report any incidents of suspected bullying to a member of staff, whether directed at themselves or somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Respond to requests for information, opinions and suggestion to help improve the anti-bullying work of the school.

Parents/Carers

- Demonstrate positive support for the school's bullying and behaviour policies.
- Model appropriate behaviour at all times.
- Without delay, report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the bullying policy and procedures.

Bullying outside school premises

The Headteacher has a specific power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as outside local shops. Where appropriate, incidents of bullying taking place outside of school will be reported to the local police.

Cyber bullying

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

1. **Text messages** —that are threatening or cause discomfort - also included here is
2. **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed, including sexting.
3. **Mobile phone calls** — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. **Instant messaging (IM)** — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
7. **Bullying via websites** —use of personal websites and online personal —own web space|| sites such as Bebo and Myspace and Social Networking sites such as Facebook.

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults.

Our pupils are taught how to:

- * Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- * Know what to do if they or someone they know are being cyber bullied.
- * Report any problems with cyber bullying. If they do have a problem, they can talk to the school, their parents, or the police.

Three steps to stay out of harm's way

- 1 Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
- 2 If someone insults you online or by phone, stay calm – and ignore them and report it.
- 3 Do as you would be done by. Think how you would feel if you were bullied. You are responsible for your own behaviour – make sure you do not distress other people or cause them to be bullied by someone else.

Preventing and Responding to Bullying Incidents

Preventing bullying

All our policies and procedures are designed to prevent bullying and are made explicit to all members of the school community. The school promotes an anti-bullying ethos in the following ways:

- Shared definition of bullying developed in partnership and displayed throughout the school.
- Opportunities to develop understanding of bullying through the PSHE, SEAL and Citizenship curriculum.
- Comprehensive behaviour records on SIMs enable staff to monitor patterns of behaviour.
- Peer mediators on the playground trained to encourage and support positive play and relationships.
- Staff training on identifying, reporting and recording bullying incidents.
- Anti-Bullying weeks and events.
- IT safe user agreements and e-safety policy.
- Involvement of the local police and PCSO.
- Deployment of a school play therapist and Inclusion/Nurturing team.
- Development of a “nurturing” strategy within the school ethos.

Responding to Bullying

All reports of hurtful incidents are taken seriously and are investigated in line with the school's bullying policy. (See flow chart in recording and reporting bullying)

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experiences with their class teacher or member of staff of their choice
- re-assuring the pupil that they have done the right thing by making a report and that the school will be responding
- offering continuous support
- ensuring safety
- working to restore self-esteem and confidence
- and this may include offering sessions with a school psychotherapist and or support from the Inclusion/Nurturing team where appropriate

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- exploring different perspectives as appropriate
- establishing all hurtful behaviour and the need to change
- informing parents or carers to support change in the pupil
- and this may include offering sessions with a school psychotherapist and or support from the Inclusion/Nurturing team where appropriate.

Recording and Reporting Bullying

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- 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"
- has unexplained cuts or bruises
- 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 and jumpy when a cyber-message is received

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

Response

If a child reports they are being bullied we will:

- listen attentively and take it seriously
- monitor the situation and follow up
- record the incident/history and alert other staff so that we can collate any reports
- help the child who bullies to change their behaviour
- use restorative practices
- try to repair the friendship where possible
- challenge any prejudice among those involved and the wider group
- report to and engage parents to support our work to deal with the situation

Recording

All incidents of alleged bullying that are reported to staff should be investigated and recorded using the *Incident Form – Allegation of Bullying* form (See Appendix One) If the incident is deemed to involve bullying then the *Incident Form – Integrated bullying and racist incident record* form should be completed (See Appendix Two.) These should be discussed with either the Designated Senior Member of Staff (DSM), the Deputy Designated Senior Member of Staff (DDSM) or the Deputy Headteacher (DHT) and then filed in the Behaviour folder in the Head's office. Paper copies of the relevant forms are available to staff in the Incident Logs and Record Forms folder in the staff room.

Step One

A hurtful incident is reported or witnessed.

An alleged or witnessed incident is reported to a member of staff or by a member of staff who witnessed the incident.



Step Two

Investigation

The incident is investigated by the CLASS TEACHER who undertakes to establish the nature, roles and seriousness of the incidents and those involved

Incident Form – Allegation of Bullying COMPLETED (See Appendix 1).



Step Three

The CLASS TEACHER should look for evidence that the behaviour

- has occurred before or by its nature has caused repeated experience or the fear of it eg:
 - cyber bullying
 - was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted



Hurtful behaviour has occurred but the agreed definition of bullying has not been breached

- *Incident Form – Allegation of Bullying* should be completed and filed
- Support should be given to those involved
- Decide if any sanction from the behaviour policy needs to be applied



Evidence of bullying has been found

- Incident should be referred to DSM/DDSM or DHT
- *Incident Form – Integrated bullying and racist incident record* should be completed and filed (See Appendix 2)
- Support should be given to those involved
- Parents/Carers should be informed of the incident and the relevant action to be taken.
- Decide if any sanction from the behaviour policy needs to be applied.

Sanctions

If evidence of bullying has been found then the following sanctions may be taken:

- The parents of both the victim and perpetrator will be notified of the incident.
- The perpetrator may be removed from their class for a fixed period of time to work in another classroom.
- The perpetrator will lose the privilege of participating in clubs, miss their break time or lunch time for a fixed period of time
- In very serious cases, these sanctions may be superseded by a fixed term exclusion or lunchtime exclusion.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness by the number of recorded bullying incidents. The policy will be shared with all the stakeholders and will form part of the new parents admissions information pack

This policy interacts with our policies on

- Acceptable Use
- E-safety
- Safeguarding
- Behaviour
- Equality – inclusion, disability, special needs, race

Appendix 1

INCIDENT LOG: Allegation of Bullying

CATEGORY: *Please circle*

E = Extremism

I – Incident

L - letter

P = Physical

R = Racist

T - Telephone

V = Verbal

Date of incident:

Pupils involved:

Year Groups:

Time of incident:

Reporting adult:

Details of alleged bullying:

Action taken to date:

Has the parent been informed? Y or N

By telephone Y or N

Copy of Parent Discussion Form

Letter Sent Y or N

Teacher informed? Y or N

Copy to Head

Slip returned

Comments:

Form completed by:

(For Office Use Only):

Completed/Filed:

Appendix 2:
INCIDENT LOG: Integrated bullying and racist incident record

Reporting adult:	Pupils involved:	Year Groups:
------------------	------------------	--------------

A. Focus of bullying/harassment

	Definitely applies	Possibly applies
Ability		
Age/maturity		
Appearance		
Class/social-economic		
Learning difficulties and disability		
Ethnicity/race*		
Religion/belief*		
Institutional racism*		
Gender		
Homophobia		
Sexualised		
Stature/size		

**See county guidance on dealing with these*

B. Method of bullying/harassment (*indicate those that apply*)

Actual physical assault	
Camera phone bullying/harassment	
General impression of prejudice/stereotype	
Internet related bullying/harassment	
Isolation/ignoring	
Mobile phone/text message bullying/harassment	
Perception of individual: feelings of being bullied/harassed	
Racist literature, graffiti or insignia	
Targeted graffiti or hurtful note taking	
Teasing	
Threats including threatening physical assault	
Verbal abuse or name calling (specify below)	
Other:	

C. Those involved, please record where appropriate:

- Adults as targets or perpetrators (A)
- Perpetrators from outside the school community (C)
- Children/young people who are children looked after (CLA) or who have learning difficulties or disability (LDD)

Targeted/wronged/distressed person/s (<i>including ethnicity and other relevant diversity issue</i>)	Person/s giving offence(<i>including ethnicity and other relevant diversity issues</i>)
--	---

Comments:	Form completed by:
	<i>(For Office Use Only):</i> Completed/Filed: