

	<h2>South Bersted CE Primary Anti Bullying Policy</h2>
<b>Web and/or Internal</b>	<b>Web &amp; Internal</b>
<b>This policy should be reviewed every</b>	<b>Every three years</b>
<b>Policy approved by Governors</b>	<b>Autumn 2019</b>
<b>Date of Review</b>	<b>Autumn 2022</b>
<b>Member of staff responsible</b>	<b>Headteacher</b>
<b>Policy created by</b>	<b>School</b>
<b>Signed by Chair of Governors and/or Headteacher</b>	

### Statement of Intent

At South Bersted CE Primary School we are committed to encouraging pupils to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We believe that everyone is equal and we should treat each other with dignity and respect. South Bersted is a place where everyone should be able to flourish and achieve high standards. Our intent for this policy is underpinned by John 10:10 'Life in all its Fullness.'

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 and encourage all pupils to 'Speak out and Stay Safe.'

This means that *anyone* who knows that bullying is happening is expected to tell a member of 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.

### **Definition of Bullying:**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

At South Bersted CE Primary School we define bullying as being:

*“When someone deliberately continues to hurt someone over and over again and when they hurt your feelings or your body.*

*Bullying can be cyber, physical or verbal”*

The nature of bullying can be:

- physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact),
- verbal (e.g. name calling, ridicule, comments),
- cyber (e.g. messaging, social media, email), See Appendix Three and ICT Safe Use Agreement,
- emotional/indirect/segregation (e.g. excluding someone, spreading rumours),
- visual/written (e.g. graffiti, gestures, wearing racist insignia),
- damage to personal property,
- threat with a weapon,
- theft or extortion,
- persistent bullying.

Bullying can be based on any of the following things:

- race (racist bullying),
- sexual orientation (homophobic or biphobic),
- special educational needs (SEN) or disability,
- culture or class,
- gender identity (transphobic),
- gender (sexist bullying),
- appearance or health conditions,
- religion or belief.

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**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

### **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:**

Through our whole school approach to PSHE, introduced in Autumn 2019, and as part of the school's computing curriculum, pupils at South Bersted CE 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.

## **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 with pupils and shared with pupils,
- the PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference,
- Collective Worship explores the school's values including Koinonia and Friendship and the importance of dignity and respect. In addition to this, the school also follows the Global Neighbours Christian Calendar which also focus on inclusivity,
- through our P4C (Philosophy for Children) approach pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions,
- behaviour records on SIMs enable staff to monitor patterns of behaviour,
- trained peer mediators are on the playground to encourage and support positive play and relationships,
- bi-annual workshops from the NSPCC linked to the Speak Out Stay Safe campaign. In addition to this, pupils are encouraged to speak to a trusted adult, or to put any worries they have in their class or whole school worry box,
- introduced a pupil friendly anti-bullying policy – see appendix 3 - to ensure all pupils understand the policy and know how to report bullying,
- staff training on identifying, reporting and recording bullying incidents,
- anti-bullying weeks and events,

- IT safe user agreements and e-safety policy,
- deployment of a school play therapist.
- nurture groups run and organised by the school's INCo and an ELSA trained teaching assistant.

## **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. (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. (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, parent or carer 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 Deputy Headteacher (DHT) or the Headteacher (HT) and then filed in the Allegations 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.

Following an allegation of bullying, identified members of staff will continue to provide support and monitor the allegations to ensure that all pupils are treated with dignity and respect. The identified member of staff, will use reflection logs so pupils are able to articulate their response to incidents. These may be shared with parents and carers as necessary so they are aware of when a resolution has been reached.

### 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 **DHT or HT**
- *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
- Staff Code of Conduct

Appendix 1						
INCIDENT LOG: Allegation of Bullying						
CATEGORY: <i>Please circle</i>						
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			<input type="checkbox"/>
			Letter Sent		Y or N	
Teacher informed?		Y or N	Copy to Head			<input type="checkbox"/>
			Slip returned			<input type="checkbox"/>
Comments:			Form completed by:			
			<i>(For Office Use Only):</i> Completed/Filed:			

Appendix 2: INCIDENT LOG: Integrated bullying and racist incident record		
Reporting adult:	Pupils involved:	Year Groups:
A. Focus of bullying/harassment		
	<b>Definitely applies</b>	<b>Possibly applies</b>
Ability		
Age/maturity		
Appearance		
Class/social-economic		
Learning difficulties and disability		
Ethnicity/race*		
Religion/belief*		
Institutional racism*		
Gender		
Homophobia		
Sexualised		
Stature/size		
<i>*See county guidance on dealing with these</i>		
B. Method of bullying/harassment ( <i>indicate those that apply</i> )		
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:		
<ul style="list-style-type: none"> <li>Adults as targets or perpetrators (A)</li> <li>Perpetrators from outside the school community (C)</li> <li>Children/young people who are children looked after (CLA) or who have learning difficulties or disability (LDD)</li> </ul>		
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:	

## Appendix 3

	What are the different types of bullying?	What do I do if I am being bullied?
At Sc makr	<b>Bullying can be different things and is not just hitting or kicking another person!</b>	<b>DO:</b>
Somr safe	<b>It can be:</b>	<ul style="list-style-type: none"> <li>• Ask them to STOP.</li> <li>• Ignore them.</li> <li>• Find a TA, teacher or another adult.</li> <li>• Walk away.</li> <li>• Use the classroom worry box so your teacher knows you are sad or worried.</li> <li>• Talk to a friend, Peer Mentor, mum or dad or whoever looks after you.</li> </ul>
This	<b>Emotional:</b> Hurting people's feelings, leaving you out or saying nasty things.	<b>YOU MUST TELL SOMEONE!!</b>
are b	<b>Physical:</b> Punching, kicking, spitting, hitting or pushing	<b>DON'T</b>
bullie	<b>Verbal:</b> Being teased or name calling.	<ul style="list-style-type: none"> <li>• Do what they say.</li> <li>• Get angry or look upset.</li> <li>• Hit them.</li> <li>• Think it's your fault.</li> <li>• Hide it.</li> </ul>
The l	<b>Cyber:</b> Saying unkind things by text, email, chat rooms or online.	<b>What should I do if I see someone else is being bullied?</b>
• Ma	<b>Racist:</b> Calling you names because of the colour of your skin or because of your religion.	<b>Tell an adult straight away.</b>
happ		<b>Don't try and get involved - you might end up getting hurt or you could end up in trouble yourself.</b>
• We that		<b>Don't stay silent or the bullying will keep happening.</b>

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