

‘FROM GREAT TO AMAZING’

2015

## Anti-Bullying Policy



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

*Throughout this policy you will find quotes from our children and pictures of their class pledges.*

Implemented **September 2015**

To be reviewed **July 2016**

Review frequency **Annually**

### Consultation process

- ☐ Staff 6/7/15
- ☐ Parents (Forum) 16/7/15
- ☐ Governors Autumn 2015

Signed

*A. Cassus*

(HT)

(COG)

*F. Berry*

## Anti-Bullying

***At Suffolks Primary School we are a community of learners committed to providing a welcoming, happy, safe and caring environment in which all our children can learn and develop.***

Therefore our policy is for the whole school community.

Children, staff and parents have the right to be safe at Suffolks.

We value and work towards the emotional health and wellbeing of all within the school. We do not accept or tolerate any bullying behaviours.



At Suffolks our core values of Friendship, Excellence, Respect and Responsibility support our children to know that they have the right to be treated with respect and that no one deserves to be the victim of bullying.

Our school has a responsibility to respond promptly and effectively to issues of bullying.

We recognise that all within our **COMMUNITY** are **UNIQUE** and therefore have the right to be treated fairly and with tolerance. We ensure that the school **ENVIRONMENT** is a safe and secure place in which all our community feel valued and able to achieve **SUCCESS**.

### Aim

'Bullying is dealt with immediately and effectively in a manner that is appropriate for each individual concerned.'

There is no single solution to bullying which will suit all situations. Therefore, an individualised approach will always be implemented.

To meet this aim we will ensure that

- Pupils feel safe and supported and know how to report any concerning incidents
- Parents/carers feel supported and know who to contact to express any concerns
- School staff feel safe and are able to raise any concerns with the appropriate person
- Bullying is correctly identified

### What is Bullying?

The Anti-Bullying Alliance 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.'*

At Suffolks we have an agreed understanding of what bullying is

***“Bullying is when you keep being mean to someone because you think you’re cooler, smarter, stronger or better than them.”***

Bullying can take different forms

- Physical
- Verbal
- Indirect emotional
- Cyber
- Discrimination

There are different types of bullying

**DO NOT FORGET THIS!**

Bullying is not

- An occasional falling out
- Name calling
- Arguments
- Occasional tricks or jokes being played on someone

However any of these actions carried out repeatedly or by a group may be defined as bullying.

*Children sometimes fall out or say things because they are upset with someone else or a situation. When occasional problems of this kind occur it cannot be classed as bullying. It is an important part of all children’s development to learn how to deal with conflict and friendship breakdowns, the odd name calling or prank.*

At Suffolks we will ensure that children are supported in learning with how to deal with these situations and to develop the appropriate social skills to deal with or repair relationships.

Unkind behaviour will be managed through our whole school behaviour procedures, for example

- Movement down the Suffolks Behaviour Tree
- Time spent in reflection room
- Parents spoken to and incidents documented

### **Bullying Outside School Premises**

Where bullying outside school is reported to school staff, it should be investigated and acted upon. If appropriate, Police or the Anti-Social Behaviour Co-ordinator in the local authority will be informed.



### **Cyber Bullying**

Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and with

more participants as people forward on content at a click.

If cyber bullying occurs inside or outside of school, we have the responsibility to report it.

Please refer to E-safety policy which identifies different types of cyber bullying and procedures.

You can go to the nearest trusted adult around you and remember just try not to get involved in bullying.

### **To Prevent Bullying**

Prevention of bullying is an integral part of our values based ethos in which all at Suffolks adhere to.

At Suffolks we believe that bullying intervention does not start once an incident has occurred.

### **To prevent bullying at Suffolks we;**

- Adhere to the behaviour policy that requires all at Suffolks to model positive behaviours
- Use the curriculum, especially PHSE, RE, circle time and assemblies to raise awareness of the school's expectations
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Children will also be taught that using any prejudice based language is unacceptable.
- Encourage children to behave positively and to reject inappropriate behaviour in or out of school
- Involve the whole school community in actively preventing bullying
- Give support to children who are bullied through a variety of approaches including support from pastoral care team, peer support, buddies and Place2Be
- Offer guidance and appropriate sanctions to support children who bully to challenge them to understand the impact of their actions
- Adhere to the E-Safety policy which ensures that children are aware of any form of cyber bullying and teach them how to use the internet safely
- Ensure that the pastoral care needs of our children are met by termly monitoring of our expectations (see appendix)
- Maintain happy and safe playtimes through use of play leaders, playtime equipment, zoned areas, clubs and buddies
- Ensure that the safety and happiness of children during lunch times and playtimes are a whole school concern
- Encourage team work and social skills through learning opportunities such as residential trips, drama and PHSE sessions
- Participate in special events such as Anti-Bullying Week, Democracy Week, Enterprise Week, Inspiration Week and E-safety Week
- Actively seek the children's views and opinions through regular conferencing, questionnaires, use of worry boxes, circle time and day to day time for children to talk



Once an alleged incident of bullying has been reported to a member of staff by the children, parent or a concerned staff member, then the following procedures must be followed:

[illegible]

- Children involved
- Witnesses
- Staff members
- Parents to complete the 'Is my Child being Bullied?' form

- Children involved
- Witnesses involved
- Adults involved

- Record incident on Scholarpack on the child's profile under Conduct (member of SLT)
- Ensure copy of Pink Sheet is in child's file plus any additional investigation notes

Page | 4

**Response to child who is being bullied** – ensure that child's opinion and concerns are listened to

Child's parents are informed and the following strategies may be implemented to support the child

- Re-assure child that their concerns are being addressed
- A named adult will be allocated to child
- Class teacher will ensure pastoral care expectations are being adapted to meet the needs of the child (worry box, circle time, 1:1 time, possible Home/School communication)
- Allocate a Buddy Group to support child (training for buddies to be carried out by Pastoral Care Team)
- Involve school teams to support the child as appropriate (Place2Talk, Mentors, Pastoral Care Team)
- Involve outside agencies, if appropriate (CAMHS, BSS, Place2Be and Safer Schools Police Officer)

Once strategies have been agreed they should be documented on a Support Plan and shared with child and parent(s) plus all necessary adults involved. A review schedule should be established.



**Respond to child who is bullying** - ensure that child's opinion and concerns are listened to

Child's parents are informed and the following strategies may be implemented to support the child

- Assure the child that their behaviour will be addressed
- Child and parent(s) are informed of appropriate sanctions for this incident and those that may be carried out for any repeated behaviour
- A named adult will be allocated to child
- Class teacher will ensure pastoral care expectations are being adapted to meet the needs of the child (worry box, circle time, 1:1 time, possible Home/School communication)
- Allocate a mentor to support child
- Involve school teams to support the child as appropriate (Place2Talk, Mentors, Pastoral Care Team)
- Involve outside agencies, if appropriate (CAMHS, BSS, Place2Be)

Possible sanctions that may be used

- Lunchtime Reflection Time
- Loss of Classroom rewards

- Loss of outside extra-curricular activities
- Child may not be able to represent school in competitions or events
- If in Year 6, child may need to be collected by parent every day
- Lunchtime exclusion
- Fixed Term exclusion
- Permanent exclusion

Once strategies have been agreed they should be documented on a Support Plan and shared with child and parent(s) plus all necessary adults involved. A review schedule should be established.

### **Further Action**

- Review School Procedures and Preventative Strategies in light of the information gathered
- Whole school awareness raised (assemblies, Anti Bullying Week, Buddy and Staff training)
- Regular Pastoral Care meeting where children's needs are discussed and actions reviewed
- Termly reporting to Governors

Bullying is either being mean through the use of hurtful words and/or actions. Bullying can be done by a group or an individual on a regular basis.

### **Roles and Responsibilities**

#### **The Responsibility of Head Teacher**

The Head Teacher will:

- Determine strategies and procedures
- Ensure appropriate training is available
- Ensure that procedures are brought to the attention of all staff, parents and pupils
- Report to the Governing Body
- Monitor Pastoral Care Expectations termly

#### **The Responsibility of the Governing Body**

The Governing Body will:

- Hold school to account for any incidents of bullying
- Regularly review and monitor school policy and procedures
- Act as an independent review panel if required



#### **The Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens

- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to a member of SLT
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

#### The Responsibilities of the **Pastoral Care Team**

The pastoral care team will:

- Ensure that mentors are allocated
- Make referrals to outside agencies if required
- Ensure that review schedule is adhered to

#### The Responsibilities of **Pupils**

We expect our pupils to:

- Avoid any kind of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying
- **Have the courage to speak out, and ensure that adults are told**



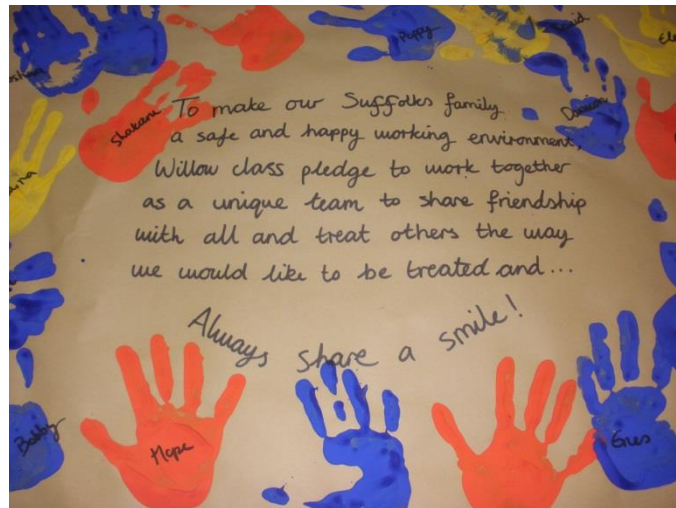
#### The Responsibilities of **Parents**

We ask our parents to support their children and the school by:

- Talking to the school about any unusual behaviour in their children so that the school are able to investigate
- Supporting their children to report any concerns they may have to a member of staff.
- Advising their children not to retaliate violently.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Being clear on the definition of bullying and support their child to understand what bullying is
- Raising a concern of bullying directly with the class teacher giving as much detail as possible
- Completing a 'Is My Child Being Bullied?' Form
- Reporting any ongoing concerns, to a member of SLT
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying
- Refraining from discussing ongoing investigations or concerns in a public forum, i.e. social media, playground, etc

It might be hard to tell someone, but you must do it.

**DO NOT LET IT GO ON!**

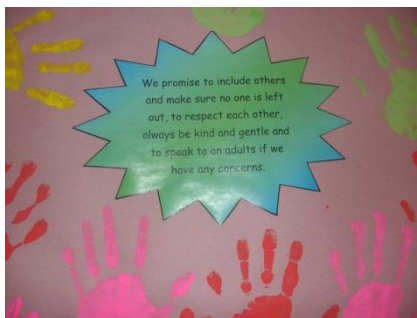


## Appendices

- Is My Child Being Bullied? (Appendix 1)
- Concern Sheet – Pink (Appendix 2)
- Pastoral Care Check List (Appendix 3)

Links with other policies available via school website. Paper copies are available on request from the school office.

- E-Safety Policy
- Behaviour Policy
- Complaints Procedure Policy
- Curriculum Policy
- RE Policy
- Preventing and Tackling Bullying – DfE Policy
- SEN / Inclusion Policy



## Further sources of information

### Specialist organisations

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

### Cyber-bullying

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**Digizen:** provides online safety information for educators, parents, carers and young people.

### LGBT

**EACH:** (Educational Action Challenging Homophobia): provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Changing Faces:** Provide online resources and training to schools on bullying, because of physical difference.

## **Racism**

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick it Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

## **Useful Phone Numbers**

**Childline:** 24 hour helpline for children and young people with concerns about bullying 0800 11 11

**ThinkUKnow (CEOP):** 0870 000 3344 – Public enquiries

**Kidscape:** Parents Helpline 0845 1 205 204

## **Monitoring & Review**

Policy will be reviewed and monitored by SLT and Governing Body by the Curriculum Committee. It will also be monitored by School Council. Evaluation of the policy will also be completed annually through questionnaires carried out by pupils and parents.

The Pastoral Care Check list will be used to monitor the school expectations on a termly basis.

Implemented: September 2015

To Be Reviewed: September 2016

### Is my child being bullied? (Appendix 1)

If you are concerned that your child is being bullied make an appointment straight away to discuss this with your child's teacher.

To help us to identify whether bullying is happening or not it will be useful if you complete this form and bring it with you to that meeting.

Questions about the behaviour experienced by your child

Please tick if you agree with any of the following statements

- ☐ Another child has physically hurt my child
- ☐ Another child has used upsetting words towards my child
- ☐ Another child has encouraged other children to physically hurt my child
- ☐ Another child has encouraged other children to use upsetting words towards my child
- ☐ This behaviour has happened once
- ☐ This behaviour has happened on several occasions
- ☐ The other child and my child are sometimes friends but they fall out
- ☐ The other child has never been friends with my child
- ☐ The behaviour has been repeated lots of times in many different situations
- ☐ The behaviour is intended to control my child in some way
- ☐ The behaviour is being repeated outside of school
- ☐ The behaviour only happens in certain situations (ie playing football)
- ☐ The behaviour is happening because my child is different in some way to the other child (older, different ethnicity, religion etc)
- ☐ The behaviour is isolating my child from their friends
- ☐ The same behaviour is happening to my child by a number of different children
- ☐ Different behaviour is happening to my child by different children
- ☐ The behaviour is happening to my child by a group of children at the same time
- ☐ The behaviour is happening by messaging, social network or any other use of technology

- Has your child spoken to a school adult about this behaviour? If yes, please give details
- Has this behaviour ever been witnessed by other children?
- How is this behaviour affecting your child?
- Which children have been involved in this behaviour? Please give details of when, where, who and what behaviour was carried out.

Completed by \_\_\_\_\_ Date \_\_\_\_\_

Thank you for completing this form. This will be used in the investigation of the bullying allegation and will be a part of the evidence used to ensure that the behaviour is correctly identified and dealt with.

Appendix 2

Record of cause for concern (incident, information, disclosure)

TELL, EXPLAIN, DESCRIBE

Name of child \_\_\_\_\_ Class \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Names of adult/s involved \_\_\_\_\_

To be passed on to Andrea, or Gill, Kamran, Kelly and then to Jeff for CP Action

Received by Designated Child Protection Name \_\_\_\_\_ Date \_\_\_\_\_  
Time \_\_\_\_\_

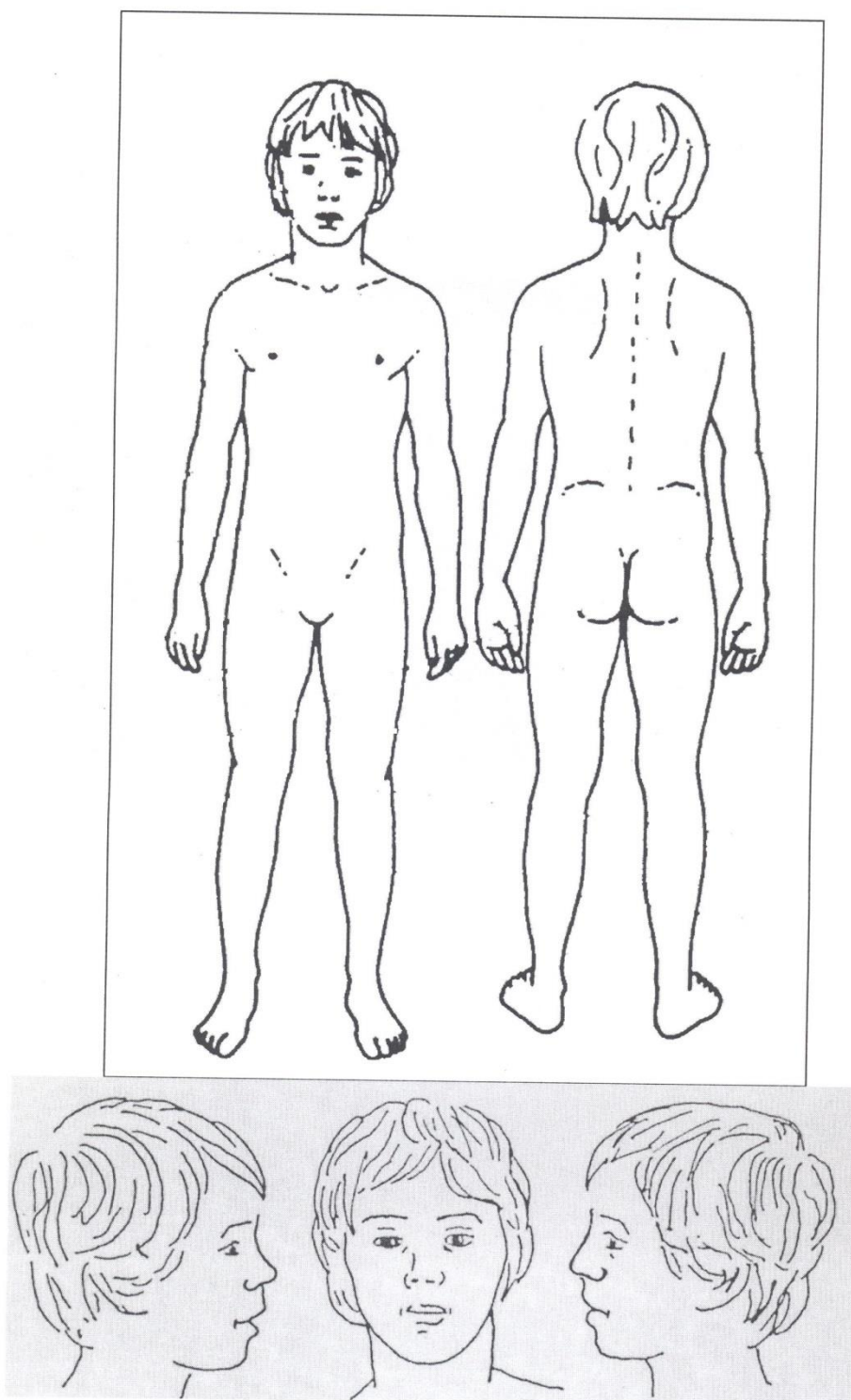
Initial Assessment of Risk              LOW                      MEDIUM  
HIGH

Actions Taken (P.T.O if required)

CP database completed YES      Filed - General File or CP File

Appendix 2

If your concern is of a physical nature please indicate where on the body map





## Meeting Expectations in **Pastoral Care** checklist (Appendix 3)

This checklist is not an exhaustive list of the aspects of 'amazing' pastoral care that we expect to see in our school, but is the minimum requirement. Please use the comment box to give other examples you may observe as this may be used to give a judgement of 'exceeding' our expectations.

Name of Teacher \_\_\_\_\_ Class \_\_\_\_\_

- ☐ Evidence of PHSE in planning
- ☐ Evidence of worry box or feelings board
- ☐ Evidence of circle time
- ☐ Evidence of children being successful (not just for school based learning or achievements)
- ☐ School themes of Success, Uniqueness, Community & Environment are displayed and there is evidence that they are referred to
- ☐ School's aim of 'From great to amazing' is displayed and is being referred to
- ☐ School values of Responsibility, Friendship, Respect and Excellence are referred to
- ☐ School's mission statement of 'We are a community of learners working together creatively to achieve excellence, enjoyment and life long learning' is displayed
- ☐ Behaviour policy is clearly used (Tree, Warnings, Green slips etc available)
- ☐ Individual strategies for children are in place where necessary
- ☐ Where relevant children have participated in conferences and questionnaires
- ☐ Children's voice is evident in display

Any comments

Carried out by \_\_\_\_\_ Date \_\_\_\_\_

Produced January 2015