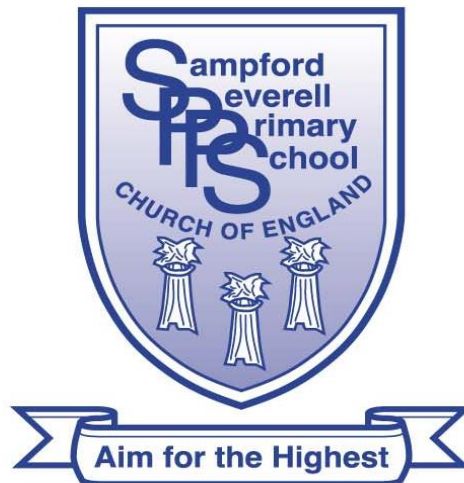


Sampford Peverell

Church of England Primary School

Anti-Bullying Policy



Agreed: June 2015
Review: June 2017

1. Definition

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

‘Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’
(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education)

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions
- Unwanted physical contact

We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

2. Aims

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community
 - To make it clear that all forms of bullying are unacceptable at our school.
 - To enable everyone to feel safe while at Sampford Peverell Primary School.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
 - To support and protect victims of bullying and ensure they are listened to.
 - To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change
 - To liaise with parents and other appropriate members of our community.
 - To ensure all members of our community feel responsible for helping to reduce bullying.

3. Statement of Intent

We at Sampford Peverell Primary School believe that:

- ✓ Bullying, including cyber bullying, is unacceptable.
- ✓ Bullying is a problem to which solutions can be found.
- ✓ Seeking help and openness are regarded as signs of strength not weakness. We are a 'telling' school.
- ✓ All members of our community will be listened to and taken seriously.
- ✓ Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- ✓ Pupils will talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- ✓ Our pupils are involved in decision-making about matters that concern them.
- ✓ We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- ✓ We maintain and develop effective listening for children and staff within our school. Eg through SEAL and circle time, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- ✓ We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- ✓ We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, vicar, support staff etc know how to respond if they witness or are told of a bullying incident.
- ✓ We communicate with parents and the wider school/setting community effectively on the subject of bullying, its definitions and how to report it.
- ✓ We acknowledge the key role of every staff member in dealing with incidents of bullying.
- ✓ We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for both the victim and the bully in order to affect future behaviour.
- ✓ We promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations.

4. Reporting incidents of bullying: Advice for parents/carers.

There are several methods for reporting suspected bullying incidents:

- Please make a report in person
- Please contact a school by phone and ask to speak to your child's teacher or Gill Peters, head of teaching and learning
- Please email the school
- Please write a letter

Our contact details are:

Sampford Peverell C of E Primary School
Sampford Peverell
Tiverton
Devon
EX16 7BR

Telephone: 01884 820284

Fax: 01884 820274

Email: sampford@thepat.org.uk

3. Investigating allegations of bullying

When parents have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken. Our response will be as follows:

- Mrs Brimson, Head of School, will contact the parent making the report about your concern within one school day. If she is not available, the administrator will ensure the message is passed to her.
- Mrs Brimson will talk to all parties concerned to establish what has happened.
- Mrs Brimson will talk to the parents of the victim and the parents of the bully (This would usually be done separately) within 5 working days.
- Please be aware that we cannot discuss any other child except your own.

6. Our approaches to dealing with bullying

6a Everyone

We believe that everyone involved in the life of the Sampford Peverell Primary School must take responsibility for promoting a common anti-bullying approach. We agree to:

- tell
- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the Christian Values of Sampford Peverell Primary School
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- support each other in the implementation of this policy

6b Staff; including support staff and supply staff

A clear outline of how we respond to bullying incidents (including the recording procedure and possible sanctions).

- ✓ All staff are expected to report incidents of bullying to the head of teaching and learning.
- ✓ All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support, school/children's council, etc.
- Through the head of teaching and learning, to keep the governing body well informed regarding issues concerning behaviour management

6c Governors

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to be the nominated 'link' within the leadership structure.

Our governor is Mrs Vivienne Heeley.

Through the development and implementation of this policy, we at Sampford Peverell hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

7. Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy.

All our policies are available on the school website or hard copies are available upon request.

This policy will be reviewed in June 2017

APPENDIX A

All STAFF: Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.

All incidents of bullying (as defined in our policy) will be recorded by the school.

The head of teaching and learning will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.

APPENDIX B ADDITIONAL INFORMATION FOR PARENTS

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

(Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

When a bullying incident has come to the attention of Sampford Peverell Primary School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

Sampford Peverell Primary School will:

- Talk the incident through with all parties involved
- Support the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rules(s) have been broken
- Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the head of teaching and learning expressing concerns
- Time out from the classroom
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion

APPENDIX C

Key elements of an effective policy

Is there a shared understanding of what constitutes bullying across the setting? (Children, young people, staff, governors/trustees, parents/carers)	
Are the views of children and young people on the extent and nature of bullying canvassed regularly?	
Is it clear how children can contribute ideas about how to tackle bullying?	
Is there a safe and secure means of complaining about bullying?	
Do children feel able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied or that someone is bullying?	
Do children feel that there will be consistent response whichever member of staff they tell?	
Is bullying dealt with promptly?	
Is bullying dealt with consistently and fairly?	
Are children aware of sanctions that may be applied to cases of bullying?	
Are children who display bullying behaviour supported to change their behaviour?	
Do children who are the targets of bullying feel supported?	
Is the policy and practice consistent with The Equality Act 2010?	
Has the policy been subject to analysis?	
Is support at times of transition and for particularly vulnerable groups clearly identified?	
Do all people within the setting respond in line with the whole-setting approach?	
Do all people within the setting feel they have had adequate training about bullying and how to respond to it?	
Are there peer support schemes in place?	
Do visual displays within the setting demonstrate a non-tolerance of bullying and show what help is available from both in and outside the setting (websites, helplines etc)?	
Are records kept of incidents of bullying?	
Is the data from this analysed for patterns (people, places, groups)?	
Does this analysis inform changes to practice?	
Do parents know who to contact if they are worried about bullying?	
Do parents know about the complaints procedure and how to use it?	

Reporting Bullying Proforma

Date:	Time:
Name of child:	
What happened:	
Name of Adult:	Signature:

Child's comments:

Name of Child:

Signature:

Parent's comments:

Name of Parent:

Signature:

Action Agreed: