

**Stratford-sub-Castle Church of England VC
Primary School**

*Learning for life in a positive and caring
Christian community*

Anti-bullying Policy #1

The *Anti-bullying Policy* was reviewed during the Autumn Term 2014/2015
This document is the result of that review.

DATE AGREED BY FULL	19/01/15
GOVERNING BODY:	
REVIEW DATE:	2017/2018
AUTHOR:	Mrs Kay Bridson & Mrs Justine Watkins
HEADTEACHER:	Mrs Kay Bridson
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School Behaviour for Life and Learning Policy Child Protection Policy Online-Safety (E-Safety) Policy, Governor's Protocol for Behaviour Management, Home-School Agreement, Single Equalities Policy.</i>

Learning for life in a positive and caring Christian community

Anti-bullying Policy

The *Anti-bullying Policy* was reviewed during the Autumn Term 2014/ 2015. This document is the result of that review. It should be read in conjunction with the *Aims of the School*, the *Behaviour for Life and Learning Policy*, the *Child Protection Policy*, the *E-Safety Policy*, the *Governor's Protocol for Behaviour Management*, the *Home-School Agreement*, and the *Single Equalities Policy*.

This policy will be reviewed in 2017/2018.

As a Church of England School we believe that each child is unique and precious to God and that our school should be a place where children can flourish free from fear or harm, learning to treat each other as they would wish to be treated themselves. The Christian faith provides the basis from which we learn how to treat each other and be a community. Our Anti-bullying Policy is underpinned by these core truths.

Purpose

The purpose of this document is to fulfil the aims of the school through a consistent approach to anti-bullying.

Statement of Aims

We aim to eradicate bullying in our school by encouraging:

- a safe and secure learning environment where all children can learn without anxiety
- each member of the school to feel valued and respected
- our pupils to attain the highest possible standards of personal development, whilst nurturing social responsibility and a sense of community within them
- the prompt and effective management of bullying incidents.

Our definition of bullying

There is no legal definition of bullying, although some forms of bullying do constitute illegal acts.

At Stratford-sub-Castle Primary School we believe:

Bullying is an unprovoked action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is often persistent, and it is difficult for those being bullied to defend themselves. It may be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation. It includes homophobic and trans-phobic bullying. Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

As a school community we

- promote positive image and high self-esteem
- nurture a sense of social responsibility and community
- foster tolerance, respect and consideration for others
- find bullying unacceptable and believe it damages individual children and therefore our whole community.

Implementation

The Headteacher has overall responsibility for the implementation and management of the *Anti-Bullying Policy*. The day-day implementation of this policy is a shared responsibility.

Behaviour Management

At Stratford-sub-Castle Church of England Primary School, we value all children equally, and actively try to raise their self esteem and self confidence. We have a caring ethos and high expectations which encourage all children here to respect and look after each other and to be proud of their school.

We believe that each individual is responsible for their own behaviour. However, safety and group management issues must also be taken into account. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur.

Roles

The Role of Governors

The Governing Body supports the Headteacher in creating a safe and secure learning environment. This policy statement makes it very clear that the Governing Body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten school days to any request from a parent to investigate incidents of bullying. The Headteacher conducts an investigation into the case and reports back to a representative of the Governing Body.

The Role of All Staff

We have a clear *Behaviour for Life and Learning Policy*, which aims to provide a calm, safe environment in the school.

In particular we:

- provide a warm, caring and safe environment where all children and staff are equally valued and happy
- model positive relationships, adult to adult
- model positive relationships, adult to pupil
- praise and reinforce positive behaviour
- ensure all children have opportunities to work with other children in their class in a co-operative manner, thereby getting to know and appreciate each other
- teach children what bullying is, and encourage them to discuss the issues that are important to them

- ensure that children who have deliberately chosen to hurt others, physically or emotionally, know that there are clear and consistent sanctions and that there will be consequences to their actions
- deal with bullying incidents immediately and reporting them to the Headteacher / Deputy Headteacher
- support the victims and make sure they feel the situation has been dealt with firmly and fairly and they feel safe and happy to come to school in the future
- counsel both bullies and victims, and teach them alternative behaviours
- are aware that bullying can manifest itself in many forms and that technology used out of school may have a negative impact in school.

All Staff:

- watch for early signs of distress in pupils (deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance). We understand that while this behaviour may be symptomatic of other problems, it may be the early signs of bullying
- listen carefully and record all incidents
- offer the victim immediate support and help by putting the school's procedures into operation
- make the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his or her parents
- ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day
- use all the pupils as a positive resource in countering bullying and discuss the issues that arise, with classes or in a small group. Peer counselling groups may be used to resolve problems. We also encourage pupils to actively help shy children or newcomers feel welcome and accepted. All "put-downs" including; sexual and racial harassment are discussed and "faced up to". This involves exploring feelings and opinions.

These steps are followed in recording incidents of bullying and also as a means of conveying to all concerned how seriously the school regards bullying behaviour:

- the bullied pupil records the event in writing or pictures
- the bully records the event in writing or pictures
- the teacher and / or a senior colleague record their discussions with both parties
- the parents / carers of the pupils involved are sent copies of all reports, and the reports placed in the pupils' file
- the parents / carers involved are asked to respond to the above in writing.

The Role of Class Teachers and Teaching Assistants

The following points are an important part of a whole-school policy. They form the basis of a class or small group discussion:

- when someone is being bullied or in distress, we take action. Watching and doing nothing can suggest support for the bullying
- pupils are encouraged to inform an adult immediately if they do not wish to become involved themselves
- together, we ensure we praise and reward non-violent behaviour.

Please refer to the school's *Behaviour for Life and Learning Policy*.

We believe it is important for all class teachers and teaching assistants to take a pro-active role in behaviour management by:

- creating a positive and safe classroom environment
- using good classroom management to promote positive behaviour
- establishing clear expectations of appropriate behaviour in different situations / places (i.e. formal, social, with visitors, with younger children, in Church, on trips etc.)
- displaying the *School Charter* and *Golden Rules* with each class
- reinforcing *desired behaviour* in Circle Time and in general class time
- continually monitoring *behaviour* and identifying *hot-spots* in order to re-establish conditions for positive behaviour and eradicate opportunities for negative behaviour
- recording and monitoring behaviour in Class Behaviour Logs
- employing strategies to build-up children's self esteem.

All staff are made aware of the bullying and the behaviour management strategy being put in place.

See the school's *Behaviour for Life and Learning Policy for Behaviour Management Strategies*, and also refer to *Appendices 2* and *3* of this policy.

Duty Staff

We recognise the importance of all duty staff to take a proactive role in behaviour management by:

- recording both positive and negative behaviour in the *Lunchtime Record Book (Problem Solving Book)*.
- recording both positive and negative behaviour on an individual child's *Lunchtime Report Sheet*
- rewarding positive behaviour with positive comments, smiles and stickers
- communicating general concerns and individual behaviour problems to the Deputy Headteacher at regular meetings.

It is the responsibility of the Headteacher or Deputy Teacher to *follow up* any incidents of bullying logged in the *Lunch-time Record Book (Problem Solving Book)*. The book is signed and dated by the Headteacher or Deputy Headteacher and any action taken, recorded in it.

We recognise the importance of the duty staff to take a proactive role in behaviour management by:

- dealing with bullying incidents immediately
- communicating *problems* which may continue into the classroom to the class teacher as soon as possible
- reporting all bullying incidents to the Head or Deputy Head Teacher.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, are encouraged to talk to the Headteacher immediately. **The Headteacher will respond to parents' concerns on the same day as having been informed.**

Parents are encouraged to:

- watch for signs of distress in their children. There may be an unwillingness to attend school, a pattern of headaches or stomach-aches, equipment that has gone missing, request for extra pocket-money, damaged clothing or bruising
- take an active interest in their child's social life, to discuss friendships, how playtime is spent and the journey to and from school

- take an active interest in and actively monitor their child's use of technology (e.g. mobile phones and computers)
- teach their child to be assertive. At Stratford-sub-Castle Church of England School we have compiled an *Assertiveness Leaflet* for parents outlining positive behaviour strategies for parents to practise with their child.

We ask that a written record of bullying is kept by parents, providing a record of WHO, WHERE, WHAT and WHEN.

The school actively *works in partnership* with parents to provide support for their child, when dealing with incidents of bullying. Please refer to *Appendix 1*.

We ask parents to support the school's *Anti-Bullying Policy* and to actively encourage their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to contribute to the school's *Anti-Bullying Policy* by

- taking part in the School's Council
- supporting each other through the "Buddy System"
- working with their classmates in a co-operative manner, thereby helping them to get to know and appreciate each other
- establishing their own classroom rules and codes of behaviour
- taking responsibility for their own words and actions and understanding the consequences of them
- solving problems by talking.

Please refer to *Appendices 2 and 3* for *Behaviour Strategies* as role-playing models for children.

Support

Support for Children Who Are being Bullied

Children who are being bullied can be taught assertive behaviour and different ways of dealing with bullying. They need to feel they have been given the power and ability to deal with potential bullying situations effectively. This increases self-confidence making them a less likely target in future. Providing a safe environment helps children confront their fears and tell us if they are being bullied.

Support for Children Who Bully

Children who bully others usually have low self esteem and lack social skills. We try to raise their self esteem and teach them alternative methods of behaviour and ways to deal with situations they find difficult. Empathy and respect for others is taught explicitly in PSHE lessons and *Circle Time* but is implicit in the school's hidden curriculum (ethos). Children who tend to bully others can be taught how to control their tempers and given social skills which will help them communicate and fit in with other children, lessening their need to bully and intimidate others.

Monitoring and Review

The *Anti-Bullying Policy* is monitored on a day-to day basis by the Headteacher, who reports to the governors about the effectiveness of the policy on request.

The "Blue Behaviour Book" and the "Racial Harassment Incident Book" are used to monitor the effective implementation of this policy.

This policy was agreed by the Governing Body on 19/01/15

Appendix 1

WORKING IN PARTNERSHIP WITH PARENTS

What Can I Do As A Parent?

1. Keep calm. Avoid jumping to conclusions
2. Make an appointment to see the Headteacher at the school.
3. Be open minded and calm. Ask what action has been taken and what the outcome of this is at the follow up meeting.
4. Before the meeting, think carefully about the problem, what you are going to say and what you want to achieve from the meeting and share this with us when you come.
5. Remember there may be other hidden issues, which have nothing to do with bullying: for example your child may be feeling upset because of an incident at school unrelated to bullying.
6. Avoid the labelling of children. Just because you have heard bad reports about a certain child does not mean they are responsible for a bullying incident, even if another child has told you that they are.
7. However upset you are feeling, explain calmly what the problem is.
8. Ask your child after a few days if things have improved for them. If the actions taken do not sort out the problem, make a further appointment and request further action if necessary.

What Can We Do Together?

1. When meeting with you we will listen to what you say and agree some action.
2. We will detail exactly what we will do about the incident.
3. We will set a time limit by which action will be taken.
4. We will make a future appointment to follow up the first interview.



Appendix 2

Assertiveness Techniques

What is Assertive Behaviour?

Being assertive is:

- ❖ Being honest
- ❖ Being direct with others
- ❖ Being to the point
- ❖ Saying no when you mean it
- ❖ Being sensitive to the needs of others
- ❖ Talking problems openly and calmly
- ❖ Maintaining confident body language - standing firm
- ❖ Holding eye contact
- ❖ Staying pleasant
- ❖ Being able to ask for what you want and need
- ❖ Respecting yourself and your rights as well as the rights of others.

What is Aggressive Behaviour?

Being aggressive is:

- ❖ Shouting or having an over-loud voice
- ❖ Making threats
- ❖ Glaring
- ❖ Standing with hands on hips
- ❖ Moving close to someone
- ❖ Pointing and pushing
- ❖ Fists clenched
- ❖ Showing a tense face and angry expression
- ❖ Interrupting all the time
- ❖ Looking down on someone
- ❖ Acting in a superior manner
- ❖ Being provocative.

What is Manipulative Behaviour?

Being manipulative is:

- ❖ Making veiled threats
- ❖ Not getting to the point
- ❖ Speaking about people behind their backs & spreading nasty rumours
- ❖ Being overly familiar
- ❖ Being two-faced
- ❖ Patronising people
- ❖ False smiling
- ❖ Trying to appear to be nice to people
- ❖ Not giving others time to express their opinions and ideas
- ❖ Putting on a nice voice
- ❖ Not confronting issues directly
- ❖ Wanting to get your own way all the time!

What is Passive Behaviour?

Being passive is:

- ❖ Repeating "I'm sorry"
- ❖ Backing down all the time
- ❖ Avoiding eye contact
- ❖ Looking sideways and away from people
- ❖ Keeping your head down
- ❖ Being nervous and submissive
- ❖ Putting your hands to your face
- ❖ Avoiding issues
- ❖ Being hesitant and worried.

By choosing to behave in a passive way the child is adopting the behaviour of a victim. Children who are prone to bullying behaviour will spot this and take advantage. They may then adopt a mode of aggressive or manipulative behaviour in order to gain power by intimidation.

Appendix 3

Behaviour Strategies To Help Children Be More Assertive

Some Assertiveness Techniques

Body Language and Eye Contact

To avoid being targeted as a victim, children need to adopt a combination of clear messages and confident body language. Children should stand upright and look the other person in eye. Neutral facial expression, smiling only if appropriate, hands and arms relaxed and by the side or in the pockets. Children should not cross their arms, cover their mouth with their hand or fidget as these are all defensive behaviours. Bullied children need to practise how to talk to people as well as what to say. Teach them to practise looking at themselves in the mirror and gaining eye contact and then always insist that when they are talking to you or friends, etc they gain and maintain eye contact.

Assertive Statements

Children need to be clear, honest and direct. They must learn to state specifically and calmly what they want or how they feel about an event or situation. An assertive remark would be "I would like you to be quiet" if other children are trying to disturb them when they are trying to work, not "Shut up or I'll tell/hit you". A passive response would be to suffer in silence or to move. Assertive statements can be helpful when responding to name calling, teasing or mild physical provocation. Children need to learn to say "I don't like it when you do that. I want you to stop" or "Stop that please. I don't like it".

Resisting Manipulation and Threats

Children must learn to say "No" or "No. I don't want to" when they are under pressure. Learning to say no is quite difficult for some children (and adults!). Children have to be taught that they have the right to say No when they don't want to do something they feel is wrong for them.

Leave the Situation As Quickly As Possible

Best done quickly and calmly, and again, this can be role-played. Children need to practise how and when to walk away, confidently and unhesitatingly, after having looked their tormentor in the eye. When practising this, work on body language and walking styles and make sure the child looks confident and calm. Teach the child to exit to the side.

THEN THEY MUST TELL AN ADULT.

Boosting Self Esteem

Building self esteem by positive statement, giving and receiving compliments as an activity is helpful. Children can practise statements such as "I like myself because I...." This will help them remind themselves that they are a valued human being.

Remaining Calm in Stressful Situations

Teaching children how to relax helps them stay calm and confident in bullying situations. There are many strategies children can learn which will enable them to control stress.

They usually fall into three categories:

- breathing control
- physical relaxation
- visualisation.

Breathing Control

Children should practise taking slow deep breaths, through their noses if possible and fill their lungs right to the bottom, so they are really full of air. They should learn to hold their breath for the count of three and slowly breathe out. Repeat three times.

Physical Relaxation

There are many techniques for physical relaxation. One of the best is tensing a muscle, holding it tense for a few seconds and then releasing the tension. This can be done in turn with each muscle

group in the body, until total relaxation is achieved. Extra tense points are the jaw, stomach, neck and shoulders.

Visualisation

Mental images can help with keeping calm. When they are physically relaxed, children can be asked to build up a mental picture of somewhere they feel safe, secure and confident in themselves.

They need to work hard at picturing it exactly. When tense they will be able to revisualise the place and re-experience all the good feelings.

Children who find this difficult can be taught to count slowly to ten and back and this will usually help them to regain control and reduce stress.

Maintaining Assertive Behaviour

The techniques described above need to be practised regularly and can be very effective in providing pupils with helpful strategies against bullying.

Here are three different types of assertion:

EMPATHY ASSERTION

This has three steps to it:

1. I understand you.....(you express, firstly, your understanding of the other person's point of view).
2. However, I feel.....(you express, secondly, your feelings; eg how the other persons' actions make you feel).
3. I would like you to.....(you express, finally, the action you would like the other person to take: eg to stop doing...annoys you etc).

REPRIMAND ASSERTION

This has three steps to it:

1. Please stop.....(you politely tell the other person to stop doing what offends you).
2. Because.....(you explain how their actions make you feel).
3. You are.....(you "separate the person from their mistake", ending on a positive statement about them or a positive statement about your feelings towards them: eg "you are usually a really kind person and I like you").

CONSEQUENCE ASSERTION

This has four steps to it and you only use it as a last resort, and then only if you fully intend to carry out the threat:

1. When.....(you explain the offending action to them very specifically, for example "when you constantly spread nasty rumours about me....").
2. It.....(you explain the effects their action has upon you and others).
3. I feel.....(you explain how their action makes you feel, personally).
4. If you don't stop.....I will....(you state what you intend to do about it and should the behaviour not change **YOU DO IT!**).

These roles can be played out and practised with children regularly.



Appendix 4

This is to be initiated by the person handling the complaint and passed to others for completion as appropriate. Ensure all complaints are brought to the attention of the Headteacher.

Name of Complainant	Address / Telephone Number	Received By	Date Received.	Dealt With By
<u>Nature of Complaint / Concern</u>				
<u>Action Taken:</u>				
<u>Date Closed / Outcome:</u>				