St Mary's C of E Primary School
Anti-Bullying Policy – Spring 2018

Introduction

At St Mary's school (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. It is important that pupils feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from the school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007).

Principles that underpin the policy

For pupils who experience bullying that:
- They are heard and feel they are being taken seriously.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:
- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

For schools:
- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas

- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities
- That inclusive values are promoted and underpin behaviours and school ethos

For Parents / Carers
- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate / resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can help support the school on the anti-bullying policy or procedures.

Policy Development
This policy was formulated under Guidance from Surrey County Council and in consultation with the whole school community with input from:
- All Members of Staff and Governors.
- Our 'Index For Inclusion Working Party,' which includes Members of the Senior Leadership Team, Teachers, TAs, Governors, Parents and our local Vicar.
- Pupils contribute to the development of the policy through the school council, school council class assemblies; pupil surveys; peer mentors, circle time discussions, PSHE lessons, etc.
- The School Council have developed a Student friendly version of the main policy, to be sent home, displayed and be given to all new pupils on arrival.
- Parents / Carers have contributed by taking part in online surveys and parent voice

Links with other policies
Behaviour Policy
Safeguarding Policy
Acceptable Use Policy - Cyberbullying and internet safety
Equalities and diversity Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
PSHE and Citizenship Policy
Complaints policy
Confidentiality Policy
Well Being Policy
Staff Behaviour policy (Code of Conduct)
RSE policy

Roles and Responsibilities
The Headteacher has overall responsibility for the policy, its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Senior Leadership team and Class Teachers will take responsibility for co-ordinating and implementing the policy.

Their responsibilities are:
- Policy development and review involving pupils, staff, governors, parents / carers and relevant local agencies.
- Co-ordinating strategies for preventing bullying behaviour.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents / carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

It is 'good practice' to have a nominated Governor with the responsibility for Anti-bullying (This may sit within the Safeguarding or Behaviour role.)

Name of Governor: **Michelle Oliver**

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2015) and "Keeping Children Safe in School" (2016)

Definition of Bullying
The Department of Education defines bullying in 'Preventing and Tackling Bullying' (October 2014):

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) 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. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)
An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the other descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying).
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include:
• Bullying related to race, religion or culture.
• Bullying related to special educational needs or disabilities.
• Bullying related to appearance or health.
• Bullying relating to sexual orientation eg homophobic language.
• Bullying related to gender orientation eg transgender / questioning / pan.
• Bullying of young carers or looked after children or otherwise related to home circumstances.
• Sexist or sexual bullying.

Bullying can be:
• Physical, eg kicking, hitting, taking and damaging belongings.
• Verbal, eg name calling, taunting, threats, offensive remarks.
• Relational, eg spreading nasty stories, gossiping, excluding from social groups.
• Cyber, eg texts, e-mails, picture / video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Bullying can take place between: young people; young people and staff; between staff; individuals or groups. Certain groups of pupils / adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs, such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are / perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?
Bullying can include:
• Cyber bullying – inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments / posts on social media.
• Name calling.
• Taunting.
• Mocking.
• Making offensive comments.
• Physical assault.
• Taking or damaging belongings.
• Producing offensive graffiti.
• Gossiping and spreading hurtful and untruthful rumours.
• Excluding people from groups.
• Prejudice-related behaviour.
• Controlling behaviour.
• Intimidation.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Pupils are supported to understand this

role through prevention (curriculum work/assembly/PSHE explaining these roles and what these pupils should be doing.)

Why are some children, young people and adults, more vulnerable to becoming bullies?
- Family background.
- Social deprivation.
- Trauma / loss in the family.
- Domestic violence / abuse / bullying in the home.
- Feeling powerless.
- Low self-esteem.
- Trying to get admiration and attention from friends.
- Fear of being left out if they don't join in.
- Not understanding how someone else is feeling.
- Taking out their angry feelings.
- A culture of aggression and bullying.
- Being bullied themselves.
- Cultural causes of bullying.
- Institutional causes.
- Social issues.
- Family issues.
- Gender.
- The bully's personal history.
- Having power.
- The bully has been bullied before.
- The bully is lonely.
- The bully is jealous.
- The bully is part of a pack.
- The bully sees those they are bullying as being different.

Developing and promoting Resilience and Emotional Wellbeing

This is what we do at St Mary's:
- Solution focused approach – involving and including all parties.
- Ensuring a Pupil voice – pupil friendly literature and information.
- PSHE and Citizenship programmes (eg SEAL, Jigsaw).
- Pastoral systems.
- Healthy schools.
- TAMHS.
- CAMHS.
- Nurture provision.
- Restorative approaches.
- Index for inclusion.

- Safer Surrey.
- Learning mentors.
- ELSA support.
- Social skills groups.
- Peer mentors / buddies.
- Community links.
- Parent support groups and training eg Parenting Puzzle, Parent forums.
- Smart moves (Eikon – Building resilience programme).

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St Mary's school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative approaches.
- Involvement in SEAL including Anti-bullying Unit.
- Group work such as Silver SEAL.
- Involvement in Healthy Schools.
- National Anti-Bullying week annually (usually in November).
- Feeling Good Week (run by CAMHS annually).
- PSHE / Citizenship.
- Circle time.
- Assemblies – school led and outside agency / charity led.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
- School Council – Pupil Voice.
- Parent Voice.
- Peer mentors / SML ambassadors.
- Playground buddying.
- Friendship bench.
- Lunchtime clubs.
- ELSA support.
- Parent information events / information.
- Regular Staff training and development for all staff (internal and external).
- Counselling.
- School schemes to celebrate success eg National Healthy schools.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents / carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Our systems of reporting bullying for:

- **Children and young people in school** – talking to any member of staff, 'worry boxes' in classrooms, PSHE lessons, Circle Time, peer mediators, school council.

- **Parents / carers** – Using the appointment system, parents meet with the Class Teacher to discuss their concerns. The Teacher will log this concern. If after their discussion, they still have concerns, parents put in writing to the Key Stage Leader who will investigate further and report back to parents. **(See Appendix 1 Parents Reporting Bullying Concerns Leaflet)**
- All staff and visitors – talking to any member of staff.
- Bystanders – talking to any member of staff.

At St Mary's we educate and empower pupils to 'be heard' through pupil voice, peer mediators, PSHE lessons, circle times, class and whole school assemblies. We promote a proactive approach to enable ALL pupils to be able to talk and share, and to find an appropriate way to communicate / disclose any bullying behaviours.

Procedures
At St Mary's we have developed a consistent approach to recording and monitoring bullying incidents in our school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

If a parent or pupil shares a bullying concern then the school will take the following steps where appropriate:
- Interview all parties and record information.
- Inform parents.
- A range of responses appropriate to the situation – solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists eg internal or external exclusion.
- Responses and support may vary dependant on the type of bullying.
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation, parents / carers.
- Support for the **ALL** involved in the bullying incident eg ELSA support; counselling, friendship groups, social skills intervention etc.
- Contacting outside agencies for support (eg Surrey STIP teams / EP team, CAHMS).
- Contacting the Police (see D of E Guidance on Criminal Law re: Hate Crime) or DSL.
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure:
  http://www.stmarysbyfleet.surrey.sch.uk/page/?title=Policies&pid=31

Recording Bullying and Evaluating the Policy
Bullying incidents will be recorded by the member of staff who deals with the incident or report and this will be notified to and held by the Headteacher. (See Appendix 1 Bullying Report Form)

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. The Headteacher will review this data on a termly basis.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Appendices and Reference Documents and Related Policy / Guidance

- National Documents: Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)
- School documents:
- Appendix 1 Parents Reporting Bullying Concerns Leaflet
- Appendix 2 Bullying Report Form – Perpetrator
- Appendix 3 Bullying Report Form – Victim
- Appendix 4 KS1 Child friendly Policy / Leaflet
- Appendix 5 KS2 Child friendly Policy / Leaflet

Policy written by: Kate Chenery (Deputy Headteacher)
Next review due: Spring 2019