

## Parrett and Axe CEVA Primary School Anti-Bullying Policy

The lead person with responsibility for developing this policy is Mr Evans

Mr Evans is the Headteacher.

Date issued: April 2016

Date to be reviewed: After next DfE Behaviour review

### **1. Roles and responsibilities**

The lead person will

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will

1. support the development of an appropriate culture within school
2. support children who have experienced bullying
3. respond to children who have bullied
4. model appropriate, respectful behaviour

Children in this school will

1. embrace a culture that respects difference
2. support children who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above

### **2. Participation**

At every stage in the development of this policy recognition has been given to the importance of ownership. The children, staff, parent / carers, governors and other members of the community have been involved in

1. the development of the policy
2. the implementation of the policy
3. the evaluation of the policy

### **3. The aims and objectives**

Our school asked our Key Stage 2 children in their Find Out Friday sessions what they felt the purpose of an anti-bullying policy should be and they responded

- So we can stop bullying.
- To stop things being spoilt.
- To make relationships better.
- To give us all information.
- It is like a set of instructions.
- We want our school to be happy and safe.
- To make things consistent / fair for every -one
- It stops people hurting other people's feelings
- To stop any bullying in our school and to spread the word in larger areas
- To make sure no-one gets upset and that everything is fair
- To stop bullying which is a horrible thing which hurts other people's feelings
- To stop verbal and physical abuse
- To make school a better place

Preventing and tackling bullying

Advice for headteachers staff and governing bodies

October 2014 states that

“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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.”

### **4. Defining bullying**

Our school also asked our Key Stage 2 children to define bullying and they responded that bullying is

- Being mean or unkind for a long time
- Hurting people's feelings or calling people names
- Boasting.
- Saying nasty words.
- Parents worrying.
- Taking away your rights.
- Picking on someone who's different.
- Keeping going on and on
- Physically hurting people.
- Spoiling other people's belongings.
- Hurting someone physically or mentally, several times on purpose
- Not letting people join in, calling them names constantly
- Hurting them inside and out deliberately
- Denying another child the right to have fun
- Constantly doing something to upset, hurt or offend someone else
- Forcing someone to do something

#### **5. Prevention**

Our community is constantly developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- the delivery of an appropriate curriculum including - ensuring positive images not least of people with protected characteristics, positive role models in history, science and literature
- talking to pupils about difference including Worships, dedicated events and lessons.
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- the modelling of appropriate respectful behaviour by staff, pupils and all other members of the school community.

#### **6. Responding & Supporting**

Our staff team asked our Key Stage 2 children about the type of support they would like and they responded –

- A good set of rules.
- Being able to trust people in school.
- Information - posters, pictures, booklets, in school and out in the community e.g. down in the village playground.

- Anti - bullying friends (older pupil, mentor).
- Police.
- Anti-bullying groups, e.g. people telling us about being safe online.
- Taking part in charities e.g. Red Nose Day.
- Support of teachers
- Continuing to be happy with the support that teachers give me
- Supportive friends
- People coming in to talk about bullying
- A specific person who is in charge of sorting out bullying
- Someone to stick up for you

Our school will address each incident individually and appropriately. The common elements of each response will include:-

1. Listening to the child who has been bullied and identify the type of support they feel they need
2. Listening to the child who has bullied and identify the type of support they need
3. Applying disciplinary protocols consistently and fairly
4. Carefully considering and deciding upon the appropriate level of parental involvement for both parties
5. Completing the schools recording forms and involving outside agencies such as Educational Psychologist and Behaviour Support Service as appropriate.

### **Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will refer to the Children’s Social Care Team if appropriate

#### **7. Reporting**

Our school has a clear system for gathering information about what is happening within school

This school has a standard form that children or parent / carers can use to record / report an incident

#### **8. Evaluating**

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children and parents/carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

#### **9. Resources**

Our school is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise that we can talk to our link Educational Psychologist and Behaviour Support Services who will support us with work in this area.

**10. Celebrate**

Our school will publish the results of evaluations at staff meetings, School Council meetings, F.G.B. and P.T.F.A. meetings.

**Attachments**

- Incident recording sheet
- Evaluation form
- List of resources

3.

**Parrett and Axe CEVA Primary School Incident Reporting form**

**BULLYING/PREJUDICE RELATED INCIDENT REPORT**

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Class	
Name:		Staff reporting	

Type of bullying/ prejudice related incident: (tick all that apply)	Location:	Time:
Verbal	Bus	Before school
Non verbal	Dining hall	Lesson 1
Physical	Classroom	
Social/ isolation	Wet play	Morning play
Harassment	Playground	Lesson 2
Hate	Toilets	Lesson 3

*Gender		
*Race / Ethnicity		
*Disability	Outside school	Lunchtime
*Homophobic	Multiple	Afternoon Lessons
SEN		After school
		Multiple
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other
<p><i>*Items asterisked are protected characteristics under the Equality Act 2010. Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents. Schools can access support to address related issues from the EMTAS team (01305 228300).</i></p>		

<b>Frequency:</b>	1x	2-4x	5+	weekly	daily	frequent
<b>Target individual / group (tick all that apply)</b>		<b>Perpetrators</b>				
Child	Vulnerable grp	No. 1 2 3 4 5+				
Year group		Names				
Teacher Staff TA						
Other professional visitor						

<b>Summary of incident</b>



Initial action taken with both parties (and by whom)	<b>Inform</b>
	Class teacher
	Inclusion Leader
	Parent
Follow up action with both parties (and by whom) & set review date if applicable	
Review (date)	
Signed (by person reporting bullying incident )	

E-logging completed	Date	staff
Submitted by person who was bullied	Date	staff

#### 4. OUR EVALUATION FORM

4.1 *This form will be sent to children and parents / carers who have been involved in a bullying incident in the past twelve months.*

Dear Child / (Parent / Carer)

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)				
1 (Not easy)	2	3	4	5 (Very easy)
Comment if we could improve what we did:				
<hr/>				
How satisfied were you with how the school responded at the time.				
1 (Not satisfied)	2	3	4	5 (Very satisfied)
Comment if we could improve what we did:				
<hr/>				
How satisfied were you with the intervention put in place following the incident				
1 (Not satisfied)	2	3	4	5 (Very satisfied)
Comment if we could improve what we did:				

Thank you for your help in completing this. We will use this information to think about what we already do to tackle bullying and how we can make **Parrett and Axe CEVA Primary** School a place where **ALL** pupils and parents are totally confident that we regularly review our systems to ensure that we support our most vulnerable children.

Yours sincerely

Head teacher

4.2 Evaluation form 2 is for all the children in our school.

Dear Pupil

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem.

Class				
Male/ Female				
Do you know how to report an incident of bullying?				no / yes
Do you know what will happen if you report an incident of bullying.				no / yes
Do you know what support is available for pupils who experience bullying				no / yes
Do you feel safe at this school				
1	2	3	4	5
<b>No</b>				<b>yes</b>
Please tell us about any improvements we could make within our school with respect to bullying.				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and to make **Parrett and Axe CEVA Primary** School a place where **ALL** pupils and parents are confident that we review our systems regularly to ensure that we support all of our children.

Yours sincerely

Head teacher

## 6. RESOURCES

### 6.1 DfE resources

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444864/Supporting\\_bullied\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

### 6.2 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.

[www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)

Kidscape: Charity established to prevent bullying and promote child protection. 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.

<https://www.kidscape.org.uk>

Restorative Justice Council

<https://www.restorativejustice.org.uk>

### 6.3 Cyberbullying

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

[www.childnet.com/](http://www.childnet.com/)

### 6.4 Key Documents

- i. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- ii. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

- iii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate

[www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents)