



**ANTI-BULLYING POLICY**

**ST BRIDGET'S C of E PRIMARY SCHOOL**

**2015**

# ANTI-BULLYING POLICY

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## 1 BULLYING POLICY AND OTHER POLICY DOCUMENTS

The Anti-Bullying policy for St Bridget's C of E Primary School should be seen to work in conjunction with all relevant curriculum policies and also with:

- The Behaviour Policy
- The Race Equality Policy
- The Equal Opportunities Policy
- The Health and Safety Policy

It can be seen to have drawn ideas from and agree with:

- DFES Don't Suffer in Silence 2003
- Wirral Anti-Bullying Guidance 2004
- Wirral LA Behaviour Support Plan 2001

The School Development Plan.

## 2. INTRODUCTION

"A pupil is being bullied, or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil being bullied to defend him- or her-self. It is also bullying when a pupil is teased repeatedly in a nasty way.

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying."

*Sheffield Project*

## 3. RAISING AWARENESS

The Anti-Bullying Policy has been developed through:

- PSHE lessons

- Assemblies
- School Newsletters
- Circle Time
- Governors Meetings

This process will be continued to make sure that all people associated with the school and the wider school community are aware of the policy.

#### **4. AIMS AND OBJECTIVES**

- To ensure that all those connected with the school understand what is meant by the term 'bullying' and are made aware that bullying behaviour will not be tolerated under any circumstances.
- To make a safe and happy environment for all.
- To ensure bullying is dealt with as quickly as possible.
- To create an environment in which children will feel safe to disclose incidents of bullying.
- To ensure that all parties, staff, parents and children are fully aware of school policy in this area.
- To provide support for both bully and victim.
- To challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- To have regular awareness-raising sessions with children and staff.
- To provide regular inset training to ensure awareness of the policy and its workings.
- To have a policy that can be applied in all cases of bullying.
- To nurture the values of responsibility, duty and respect both for oneself and for others.
- To promote a strong anti-bullying stance that will make explicit unacceptability of racist, disablist and homophobic remarks/bullying.

## 5. MANAGEMENT AND ADMINISTRATION

5:1 Every attempt is made to deal with bullying in a preventative way as well as reactively, when it is disclosed.

Children are told on a regular basis that if bullying is occurring they should talk to their class teacher about it. We also rely on parents and lunchtime supervisors to inform us if bullying is occurring. The issue of bullying and the fact that it is unacceptable will also be addressed through PSHE and other relevant curriculum areas.

The necessary action is then taken; parents are informed about the incident in which their child has been involved and of the measures that have been taken.

### 5:2 When an incident of bullying is reported

All staff agree to take direct action against bullying in a way that reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated.

Staff have agreed to adopt the following procedure:-

- a) Child (A) or parents report an incident.
- b) Teacher discusses the incident with the child A:-
  - i) Why is he/she unhappy?
  - ii) What would he/she like to happen?

Teacher explains that he/she will talk to child or children involved and will tell them what A would like to happen.

- c) Teacher sees the alleged bullies together with a small number of other children in the class. The teacher explains to them that he/she (the teacher) hopes this group of children can do something about it. **No blame is apportioned.** The emphasis is on "What are we going to do about A being unhappy?".
- d) Each child in the group is to be encouraged to say what role/action they will take. The teacher **writes this down** on the incident sheet, and explains that the group will meet again (e.g. in a week's time) to discuss the situation.

- e) Prior to second meeting with the group the teacher discusses the current situation with A.
  - i) Is she/he happier?
  - ii) What has happened in the interim?
- f) At the second meeting with the group each child will be asked in turn if they did what they promised to do, and whether they did anything more to help. The teacher:
  - i) Encourages these actions to continue.
  - iii If necessary arranges to meet again.
- g) A Bullying Incident Sheet (Appendix 1) is completed as soon as possible after the incident has been reported and dealt with. This is circulated to all members of staff and a copy is kept in the Bullying File. This can be referred to in the future to discover patterns of bullying and will help to identify victims and bullies and also help to determine future action.

#### **5:4 CONTACT WITH PARENTS**

- 1) Where an incident has been reported by a parent or it is felt that there should be parental involvement, parents will be informed as soon as possible as to the action that has been taken by the school and they will be encouraged to support that action.  
  
Parents of children who are the victims of bullying will be asked to monitor their children and to report any further incidents or concerns to the class teacher, deputy Headteacher or the Headteacher.
- 2) Where it is felt that the parents of the child who is deemed to be doing the bullying should be notified, a record of communications should be kept and support for the actions taken should be agreed.

## **5:5 SUPPORT FOR THE VICTIMS OF BULLYING**

Wherever possible this situation will be monitored by the class teacher. Where it is thought advisable a Buddy System can be implemented where a friend of the victim can help to monitor. This can be an older child or a peer member of the class or year group, whichever is thought to be the most appropriate.

## **5:6 TRANSFER OF PUPIL FILES / INFORMATION**

On the point of transfer at Year 6-7, children are spoken to by members of staff from their new Secondary Schools. At this point information relating to any problems concerning bullying can be discussed by the current class teacher and further information can be passed on as required.

## **5:7 INJURY OR DAMAGE TO PROPERTY**

- a) For bullying which results in injury or damage to property, parents will be informed immediately. They will be asked to discuss the incident with the class teacher and Headteacher.
- b) If punishment is deemed necessary, this will be agreed with the parents, and regular monitoring of children involved in incidents of bullying will be instituted by the class teacher and either the Deputy Head or the Headteacher.
- c) Exclusion will only be used when all other avenues have been explored.

## **5:8 CURRICULUM**

Curriculum-based approaches to bullying have been adopted. They are to be developed through a whole-school approach during the academic year. Staff are aware that opportunities for the discussion of bullying can arise within many areas of the curriculum.

The issue of bullying should also be discussed explicitly through the PSHE curriculum and the initial development of long-term plans for each year group have included bullying as a major topic of discussion.

## **6 STAFF**

This policy has been written and discussed by the Headteacher and the Deputy Headteacher in conjunction with senior management.

The Headteacher and the Deputy Headteacher are responsible for dealing with bullying incidents that cannot be dealt with directly by the class teacher.

Curriculum coordinators will be responsible for ensuring that opportunities for the discussion of bullying are disseminated to members of staff.

Non-teaching Staff will be made aware of the policy and procedures involved through inset.

## **7 MONITORING**

The school is aware that individual incidents that on the surface may seem to be isolated occurrences may be part of a much larger pattern of bullying behaviour.

All records should be of fact and not merely speculation

The log will be examined monthly by the Headteacher and Equal Opportunities Co-ordinator.

Single incidents will be removed annually, following a monitoring session by the Headteacher, Equal Opportunities Co-ordinator and after review with Governors.



**7:1 Record Sheet - see appendix 1**

A Bullying Incident Sheet should be completed for all incidents. The incident file is kept in the Headteacher's office.

**7:2 Success criteria**

A decrease in bullying and no repeat incidents occurring in the log would signify the success of the policy.

Reviewed November 2015

Reviewed Annually.

## APPENDIX 1

**ST BRIDGET'S C E PRIMARY SCHOOL**  
**INCIDENT SHEET OF REPORTED BULLYING**

**Child's name** ..... **Parents informed** YES/NO

**Class**..... **Date** .....

**Names of other children involved:-** .....  
 .....  
 .....  
 .....

**Time of incident:** .....

**Place:** .....

**Nature of incident:** .....  
 .....  
 .....  
 .....

**Reported to:** .....

**ACTION TAKEN:**

..... **RESULT** **OF**

**FOLLOW-UP**

**Signed** ..... **Date** .....