ST JAMES
C.E. PRIMARY SCHOOL

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*"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."*
**Matthew 19:26**

# Anti-bullying Policy

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## Aims and Objectives

At St. James' C.E. Primary School, we aim to ensure that pupils learn in a supportive, caring, and safe environment without anxiety and fear of being bullied. We ensure measures are in place to reduce the likelihood of bullying in the school.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed should any incidents occur within the school.

- To give a clear definition of bullying.
- To raise awareness of bullying by ensuring that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching staff and non–teaching staff know what the policy is on bullying, and to follow it when bullying is reported.
- To ensure a whole school approach to bullying.

This policy is designed to ensure that, as a school, we are alert to signs of bullying, acting promptly and firmly against it.

- To promote a secure and happy learning environment free from threat, harassment, and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal, Social, Health Education & Citizenship.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a positive, supportive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in developing the knowledge and attitudes, which will be required to achieve the above objectives.

## What is Bullying?

Within definitions of bullying, the following four characteristics are included:

- Repetitive and persistent.
- Intentionally harmful.
- Involving an imbalance of power.
- Causing feelings of distress, fear, loneliness, or lack of confidence.

**DFE guidance defines bullying as: "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 it can be:
**Emotional** - being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
**Physical** - pushing, kicking, hitting, punching or any use of violence
**Racist** - racial taunts, graffiti, gestures
**Sexual** - unwanted physical contact or sexually abusive comments
**Homophobic -** because of, or focusing on the issue of sexuality
**Verbal** - name-calling, sarcasm, spreading rumours, teasing
**Cyber** - all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & Calls
**Misuse of associated technology** - i.e., camera & video facilities

**However, it manifests itself, bullying will not be tolerated at St. James' C.E. Primary School. It should also be stated that usually victims of bullying become so through no fault of their own.**

It is important to recognise that there can be different types of victims, they may be pupils who:

- Are new to the class.
- Are different in appearance, speech, or background from other pupils.
- Suffer from low esteem (but it is not clear whether this is a cause or effect of bullying); ● Are more anxious or nervous.

It is important to remember that **not all aggressive behaviour is bullying.** Some children, especially very young children, without the intention or awareness that it causes distress, may exhibit behaviour, which appears to be bullying. **This type of behaviour is taken seriously by the school and will be addressed through the school's Behaviour Policy.** Adults in school and parents need to be clear about the distinction between bullying and isolated acts of aggression.

## Whole School and Individual Staff Responsibilities

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach that moves pupils on from justifying themselves.
- Report incidents to the Principal /Senior Leadership Team or Learning Mentor who will complete the school pro-forma for recording such incidents.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies, which challenge bullying.
- Use interventions, which are least intrusive for the situation and most effective.

## Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to and from school
- Changes their usual routine
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Threatens to run away
- Cries themselves to sleep at night
- Feels ill in the morning
- Begins to under-perform in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Becomes aggressive, disruptive, or unreasonable • Is bullying other children or siblings
- Is frightened to say what is wrong.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Why is it important to respond to bullying

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

At St. James' C.E. Primary we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

## Strategies for the prevention of bullying

To encourage co-operative, non-aggressive play, we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. These are:

- Through collective worship, assemblies, and the Religious Education scheme of work we constantly talk about the importance of friendship and being a good citizen.
- Through our Christian Values work
- E-safety lessons and cyber safety lessons
- We seek to promote a happy school
- Strategies such as circle time and role play are used to explore different issues as they arise in school
- Posters, books, and display boards are used to promote a positive attitude towards behaviour and friendships
- We seek children's opinions through pupil interviews and the school council. Key issues from these are discussed with staff and governors to ensure we use the views gained to review and improve our school policies and procedures.

Alongside these strategies we encourage co-operative behaviour through:

- Play leaders.
- Play equipment on the playground.
- Buddies.
- Designated non-teaching staff to co-ordinate games sessions at playtimes – for individual children as and when the need arises.
- An annual residential visit focusing on teamwork, co-operation, and self-worth.
- Our 'lunchtime club' and supportive activities led by the Learning mentor and designated Teaching Assistants.

## Procedures for dealing with bullying

When bullying has been observed or reported then the following steps should be taken:

The 'Seven Step Approach' should be used. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome from the victim. Punishment of the bully may make things worse for the victim and therefore often leads to secrecy rather than disclosure.

## Reporting bullying

How can pupils report bullying?

- By telling an adult in school
- By telling a friend
- By telling a parent/carer

## Action

Designated staff will employ the 'Seven Step Approach' following a report of a case of bullying. This will take the form of:

- **Step 1 –** interview with the victim – sometimes it is helpful to ask the victim to represent their feelings in a picture or in words to share with the alleged bullies
- **Step 2 –** Convene a meeting with the people involved (but not including the victim)
- **Step 3 –** Explain the problem and decide what action needs to take place (sometimes there is a need for the adult to meet with the victim a second time to feedback information from the group and to clarify certain points but do not put the victim and the alleged bullies together).
- **Step 4 –** Share responsibility - who is going to be responsible for which outcome)
- **Step 5 –** Ask the group for their ideas – draw up a clear action plan
- **Step 6 –** Leave it up to them to implement the plan to correct the behaviour

- **Step 7 –** Meet with all parties at regular intervals to make sure the bullying behaviour has stopped – give praise where it is deserved.

During this process the following restorative justice questions might be used:
What is your view on the issue?
What sort of feelings are you having when this happens?
What have you thought about it since?
Who has been affected by this issue?
How were they affected?
What needs to be done to repair any harm?
What do you think needs to happen to stop this behaviour happening again?

For pupils in our Little Saints and nursery provision we will carry out some friendship work and talk about feelings and having kind hands and feet.

## Procedures and Recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of several incidents, which are serious for the individual child.

The following steps will be taken when dealing with any incident:

- When reported the member of staff who has been approached or witnessed the incident will investigate incidents immediately.
- Listen to the child/adult reporting the incident and make sure that they feel that their concerns are being taken seriously.
- Report the incident to the Principal or Learning Mentor
- Record the incident on CPOMs
- Learning Mentors will check records on CPOMs to see if there are any other incidents recorded of a similar nature for the children concerned.
- If the incident is 'minor' and staff feel that it does not merit a referral, they must deal with the incident effectively and in line with the Behaviour Policy. Children must feel that their complaint has been dealt with properly. If a member of staff is unsure what to do, they must seek advice from the Senior Leadership Team or Learning Mentor.

Once a referral has been made to the Principal or Learning Mentor a thorough investigation of the incident involving all parties will be undertaken and recorded in writing in the appropriate section of the referral form in accordance with the seven-step approach outlined above.

- The principal should always be made aware of any incidents, which have been dealt with by staff by being notified via CPOMs.
- After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the Seven Step Approach will be followed.
- Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.
- All staff are to record minutes of meetings and place them in the Seven Step file in the Learning's Mentor's office – this includes minutes of follow up meetings and monitoring.
- All staff are to complete a 'Keep an Eye on Form' to communicate with all staff.

## Support for Parents

When parents raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made. The Bullying Allegation Form can be made as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff. If teaching staff wish they can immediately refer parents to the Principal or Learning Mentor.

## Incidents of bullying outside the school's premises

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims "not to suffer in silence". Actions the school could take, if deemed appropriate, include:

- talking to the local police about the problems within the Community
- talking to the Principals/Head teachers at the schools whose pupils are involved in bullying off the premises.

Bullying can also take place through all social media. This often happens out of school hours but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

## Monitoring and evaluating the policy

The Safeguarding lead and Learning Mentors will quality assure the CPOMs recording system regularly to look for recurring incidents and see if these can be related to school routines.

If, on review, it is deemed that the 'Seven-Step Approach' has not worked for a particular child or group of children and the bullying continues, then the following will happen:

- The parents/guardians of the victim and the bully(ies) will be informed.
- A referral to the Behaviour Support Service will be made which may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made).
- The child could be placed on the special needs code of practice at School Action Plus.
- The Governing Body will be made aware of the disciplinary action taken as appropriate

## The Role of Governors

The Governing Body supports the principal in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the principal 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Governing Body responds within ten school days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the principal, and asks him/her to investigate the case, and to report back to a representative of the Governing Body.

## Appendices

### ST. JAMES' C.E. PRIMARY SCHOOL

BULLYING ALLEGATION FORM

**Date of Incident:**

**Concern reported by:**

**Position**:

**Names:**

**Classes:**

**Summary of the allegation:**

**Brief Summary of incident resulting from investigation:**

**Details of action taken:**

| | |
|---|---|
| Checked for earlier incidents involving same pupils | YES / NO |
| Notified parents/carers: | YES / NO |
| Seven Step Approach | YES / NO |
| Individual discussion with pupils involved: | YES / NO |
| Group discussion with pupils involved: | YES / NO |
| Notified class teacher: | YES / NO |
| Notified Head teacher: | YES / NO |
| Notified Learning Mentor | YES / NO |
| Medical treatment: | YES / NO |
| Specific Support from staff: | YES / NO |
| Follow up date set: | YES / NO |
| Completed a Keep an Eye on form | YES / NO |

**Follow-up record** Date
Action:
Taken by:
Brief Description of Action Outcome:

| | |
|---|---|
| Bullying stopped: | YES / NO |
| Further action to be taken: | YES / NO |

Any other comments:

Minutes of Seven Step Meeting

Present (victim)

Present (alleged bullies)

Actions

Signed (member of staff) Date

Date of next meeting

**KEEP AN EYE ON**

**Child / children to watch:**

**Nature of concern:**

**Actions to take:**

**Please initial to show you have read the form:**