

Redmile Church of England
Primary School

Anti-bullying Policy



Our Mission

Our school mission is:

We encourage learning and caring because our school matters to everyone

We are true to our Christian faith and have respect for the beliefs of others

A commitment to Christian and British Values underpin all the work we do.

1. Introduction

1.1 This policy will provide:

- a) a clear definition of bullying
- b) a structured response strategy that is understood by all those who are involved in dealing with an incident of bullying.

1.2 We believe that it is the right of all children to enjoy their education at Redmile Church of England Primary School in a positive working environment. We have the responsibility to create and maintain a secure and safe environment for our pupils. This policy links with others, e.g. Equal Opportunities Policy, Behaviour and Discipline Policy, Safer Recruitment, Child Protection/Safeguarding, E-Safety and Acceptable Use Policy for ICT. To protect staff, further linked policies such as Whistleblowing and Working Alone are in place. Also, a child friendly Anti-bullying policy has been created by our pupils using the Leicestershire Anti-bullying Team's exemplar.

1.3 **Redmile Church of England Primary School will not tolerate any form of bullying behaviour from anyone either on or off the school premises; this includes all pupils, staff, governors, families and volunteers.**

We are a listening school; we are a telling school.

1.4 This policy has been written in consultation with staff, governors, parents and pupils of our school.

1.5 All staff who work with children at this school are responsible for carrying out the duties contained within this policy, although the lead person responsible for Behaviour, Discipline and Anti-

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bullying is Mrs Hopkins (Executive Head teacher) and Ann Hudson (governor.)

- 1.6 We aim to be a proactive school, rather than a re-active school. As such, we endeavor to provide a happy, caring Christian environment whereby everyone feels confident, safe and valued. We praise positive behaviour and reward children appropriately, showing recognition for sensible choices made to create harmony, peacefulness, support and mutual respect for one another. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone.

2. What is bullying?

- 2.1 We define bullying as: **any persistent action or behaviour be it verbal, physical, psychological or cyber, which is designed to intimidate, humiliate or abuse another person.**

- 2.2 We define 'persistent' as: **Several Times On Purpose.** We use **S.T.O.P.** to help us remember what bullying is. We also use **S.T.O.P.** to remind us to **Start Telling Other People** if we believe bullying is happening.

- 2.3 Bullying can take on many forms:

**SEXUAL
SEXIST
RACIAL
RELIGIOUS
CULTURAL
SEND
HOMOPHOBIC/ BIPHOBIC (SEXUAL ORIENTATION)
TRANSPHOBIC
THROUGH A 3rd PERSON
HOME CIRCUMSTANCES
APPEARANCE OR HEALTH CONDITIONS**

3 When and how does bullying occur?

- 3.1 Bullying can take place at anywhere and any time. Bullying incidents can take many different forms (see 2.3). Examples of different kinds of bullying behaviour include (but are not limited to):

- **Physical** (being violent, stealing or damage to belongings, etc)
- **Direct verbal abuse** (threats, insults, making fun of others in a deliberately nasty way, name-calling, nasty teasing, threatening etc)
- **Psychological** (rumours, social exclusion, frightening or forcing others in to doing things they do not wish to do, etc)
- **Cyber-bullying** (use of ICT via mobile phones/internet, etc)

- 3.2 Bullying should not be confused with other kinds of unacceptable

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behaviour, e.g. deliberately disrupting lessons with silly noises, graffiti, refusal to follow the teacher's instructions. Children need to be taught the difference; they need to learn to recognise when bullying is taking place and what to do about it.

- 3.3** We expect all adults within the school community, including governors, parents/carers and visitors, to be positive role models for all our pupils showing respect for the school rules and Christian ethos to reinforce the welcoming and safe environment we promote. This means that we will not tolerate bullying in any form of either our children or the adults who work at our school or those who are associated with it. Adults, like children, should feel safe and secure whilst at work at our school and as such they expect to be treated respectfully and justly by all who they come in to contact with.

4 **The effects of bullying**

- 4.1** We must remember that both the **recipient** of bullying *and* the child with **bullying behaviour** are affected in different ways by the act of bullying.

4.2 **The Recipient**

Bullying incidents can be demeaning, frightening and paralysing. Pupils who are bullied may be unable to learn effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. Bullying may also cause confusion, leading to self-blame and guilt. These feelings may manifest themselves, for example, in poor concentration (and declining academic performance), worsening behaviour, withdrawal, isolation, truancy and even physical illness.

4.3 **The Bullying behaviour**

Those who bully have a problem themselves and can also suffer long term. If the child is not helped to understand the problem he/she has and guided away from bullying behaviour, they may persist with bullying into their adulthood. Simply punishing a bully, without helping them towards better behaviour, may well reinforce their attitudes and therefore unacceptable behaviour.

5 **Research in to Bullying**

- 5.1** Research can offer us some important general guidelines for combating Bullying:

- Constant vigilance **by all** is the real answer to combating bullying
- Creating a positive ethos and environment in school and creating a positive environment for reporting incidents of bullying, are most helpful to any anti-bullying strategy
- Recipients and witnesses of bullying should be encouraged to speak to a member of staff/playtime leader as soon as possible after an incident of bullying

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- Reports of bullying incidents should be dealt with sympathetically, sensitively and consistently and in accordance with our school Behaviour and Discipline Policy
- Evidence suggests that early adult intervention helps to reduce or even eliminate bullying incidents
- No-one is born a bully; bullying is a learned behaviour and therefore can be 'unlearned'
- All members of a community can be bullies, including adults
- Bullying cannot be stopped by 'bullying the bully'. Combating bullying solely by punishments and threats may give the bully the wrong message
- The most effective strategy in preventing bullying is through positive education about relationships, behaviour and attitudes

6 Our school approach

In light of the above statements and our commitment to a kind, caring, Christian school ethos, Redmile Church of England Primary School will:

Act upon known incidents immediately

Bullying can only be tackled if the school knows that it is happening: therefore all members of our school community (including bystanders, parents and school staff) have a duty to report instances of bullying so that swift and effective action can be taken.

This may involve:

- Investigating thoroughly, all reported or suspected cases*
- Talk to individuals concerned, keeping a written log*
- Take written statements from the individuals and witnesses if necessary*
- Involve all staff in closely monitoring the situation, including playtimes
- Completing a written log in the Playtime Book, monitored by the Executive Head teacher
- Engaging the support and cooperation of the parents of both parties, although evidence may need to be collected before contacting the parents of the bully
- Agreeing with the person being bullied, a system for reporting incidents to the class teacher in a discrete manner in order to protect them from further 'harm', e.g. a notebook placed on the teachers desk, a familiar classroom object being placed on the teachers desk (the class mascot, say)*
- Maintaining regular communication with parents; to inform them of results of monitoring procedures, such as observations, etc*
- Engaging the support of outside agencies if necessary, including the police for example if an unlawful act has been committed
- Monitoring behaviour outside of the school premises, especially if unkind acts of bullying have been reported to us (*refer to 'Behaviour and Discipline in Schools: a guide for Head teachers and staff' DfE publication 2012*) Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act (2006) gives head teachers the power to

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regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will again be reported to parents. The Executive Head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority.

- If it is an adult being bullied, the Executive Head teacher should be informed immediately. She will then conduct an investigation, taking statements including witness statements; she will support the adult and confront the bully (in the presence of a governor or the senior teacher if needed) to resolve the issue. If necessary, the adult may seek advice from their union. If the bullying continues, the child may face exclusion from the school and an adult may face exclusion from the school premises.

* This may be carried out by the class teacher and/or Executive Head teacher

7 Strategies to try

A positive, caring ethos which values the contribution of each individual forms the basis of everything we do at Redmile CE Primary School, including the way we talk and listen to others and through our inclusive curriculum and policies. As such, we are committed to a duty of care and many of the following suggestions are integral to routines and procedures, as well as through lesson planning.

7.1 Strategies for the victim of bullying

- Encourage them to **Start Telling Other People** e.g. trusted adults or peers or older children in school
- Use of the class 'Worry Box' can be used to report bullying in a non-threatening, discrete manner
- 'Zip it-Block it-Flag it'/'Report Abuse' for victims of cyber bullying
- Focus on their positive attributes and promote self-esteem
- Children should know that they can tell any adult in school that they will listen and do something about it
- Remove children who are bullied from situations where the problem occurs. Find their interests and encourage them to develop them, e.g. extra music practise at playtime
- Involve outside agencies, e.g. school nurse, to deliver specialist programmes such 'Circle of Friends', child care services for the bully or victim
- Talk to all the parents of children involved

7.2 Strategies for helping the child with bullying behaviour

- Remove the child from situations where he or she is able/likely to behave in an unacceptable manner. If possible this should involve productive and enjoyable activities.
- Consult the behaviour support service for advice.
- Consider the child with bullying behaviour; he or she is often a child with problems of their own. If this is the root cause of the problem is there anything that can be done to put the situation right?

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- Observe the child to identify any patterns or triggers for their behaviour
 - Talk to all the parents of children involved.
- 7.3 Strategies for promoting anti-bullying with classes**
- Discuss the issues involved without identifying the target or the perpetrator (possibly through the School Council or circle-time) and try to reduce the audience that the bully draws by raising awareness
 - Teach all pupils strategies for dealing with bullies, e.g. to say, “NO!” to the bully. This should be followed by, “I don’t like you saying that to me because it makes me feel...”; tell an adult immediately (or someone they trust)
 - Try to value everyone for their strengths in order to ensure they have enough self-esteem to resist any taunts
- 7.4** The PSHE programme, including: D.A.R.E. for children in Years 5&6, The Life Education Centre and R Time, will be used to discuss bullying within the context of relationships with others and to learn strategies to combat bullying. For example:
- Encourage the children to become responsible for their own behaviour
 - Encourage all children to speak out and tell
 - Help children to understand about CHOICE and to learn what sensible choices and what bad choices are. Encourage them to reflect on their own choices and that choice has consequences
 - Talk about feelings, develop a ‘language of feelings’
 - Encourage the children to consider other peoples points of view and feelings
 - Set a good example to the children
 - Use positive language and give praise and rewards
 - Read and share appropriate stories
 - Use role play to give children practise in identifying, understanding and controlling feelings/resisting peer pressure/saying “NO!” for example
 - Continue to use the S.T.O.P approach to bullying- Several Times On Purpose and Start Telling Other People
 - Help children to learn what is and isn’t bullying; see types of behaviour in child friendly policy for age-appropriate terminology
- 7.5** Year 5/6 play-leaders will run some activities to support the lunchtime supervisors in providing activities for all children to access. Lunchtime clubs will also be run for those children who need additional structure to support their time at lunchtime (where they find unstructured times more challenging).
- 7.6** Ensure Anti-Bullying Week and Internet-Safety lessons are embedded in to our planning annually.
- 7.7** The school’s Behaviour and Discipline Policy should be enforced at all times.
- 7.8** Encourage everyone to report instances of bullying and staff should be seen to observe and investigate; all should be an active listener and a

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proactive supporter. Above all, we should seek to promote a co-operative working environment where everyone is respected and everyone's voice is heard.

7.9 Summary:

Redmile's Key Code of Practice:

- We will never ignore suspected bullying
- We won't make premature assumptions or allow children to be 'scape-goats'
- We will listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
- We will adopt a problem-solving/investigative approach, collecting witness accounts and asking appropriate questions
- We will follow up an incident, repeatedly checking to ensure bullying has not resumed

Steps to dealing with bullying at Redmile

Behaviour is monitored and managed through our school Behaviour and Discipline Policy. However, if bullying does occur, every member of staff will follow the following school procedures:

- All bullying incidents are reported to staff
- We keep a record of serious cases of bullying in our Incidents Book
- We ask parents to come into school to discuss the incident if it is serious
- We will if necessary, involve the police if it is considered appropriate
- We expect the bullying behaviour and threats of bullying to stop immediately
- We will encourage the perpetrator to offer an apology
- We will try where possible, to reconcile the pupils
- We will where appropriate, enforce sanctions, such as internal seclusion or excluding the children from his/her peers at playtimes
- We will follow up any sanction with evaluation of behaviour exercises and teach control techniques and develop an understanding/empathy through role-play activities, etc
- We will attempt to help the perpetrator to change his or her future behaviour and empower them to know that he/she can make the right choice.
- If all sanctions and routes have been exhausted, the Executive Head teacher may make the decision to exclude the child or/and inform the police if a criminal offence has been committed

These sanctions are not progressive and hence an extreme case of bullying may merit a more severe sanction, even if it is the first recorded incident.

8 The role of Governors

- 8.1** The governing body supports the Executive Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

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8.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Executive Head teacher 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.

8.3 The governing body responds within ten days of receipt by them of any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Head teacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

9 The role of the Executive Head teacher

9.1 It is the responsibility of the Executive Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Executive Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

9.2 The Executive Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Executive Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and what the consequences of this might be.

9.3 The Executive Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including the appropriate induction for new teachers. The staff handbook details all relevant policies and procedures, which are also brought to the attention of all supply/temporary teachers. The school rules, rewards and consequences are displayed in all rooms.

9.4 The Executive Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

10 The role of the teacher

10.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Each teacher has an Incident Book for each Year Group which monitors the behaviour of pupils as they move through the school.

10.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time,

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then, after consultation with the Executive Head teacher, the teacher informs the child's parents.

- 10.3** We keep a Playtime Book where we record all incidents of bullying that occur outside lesson time; this is taken out side by the person on duty. For incidents which take place near the school or on the children's way home or to school and are reported to us, the Executive Head teacher keeps details in an 'Incidents File' kept in the office.
- 10.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Executive Head teacher/SENCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive Head teacher may contact external support agencies such as the social care services, SEND & Inclusion services.
- 10.5** Teachers attend training or are involved in school INSET, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 10.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

11 The role of parents

- 11.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Working in partnership is the best way forward for each child and together a plan of action will be devised.
- 11.2** Parents have a responsibility to support the school's Anti-bullying policy and the Behaviour and Discipline policy, and should actively encourage their child to be a positive member of the school.

12 Monitoring and review

- 12.1** This policy is monitored on a day-to-day basis by the Executive Head teacher, who reports to governors about the effectiveness of the policy on request.
- 12.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's Playtime and Incident Books and by discussion with the Executive Head teacher.

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Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

- 12.3** Governors will ensure that questions relating to this policy are included in the bi-annual questionnaire to parents and responses will be scrutinised to identify any emerging issues that we are unaware of.
- 12.4** The Executive Headteacher will ensure that training is provided for all new staff and others as required, whether this is in-house training or via an external agency (e.g. for positive handling), including signposting governors to available training through our networks.

Areas for future development

1. Complete consultation with all stakeholders regarding this policy and make any necessary amendments before seeking approval of Full Governing Body
2. Set up Play Leader training in the spring term for Class 3
3. Ensure peer-mentoring programme is up and running effectively
4. Review other linked policies to ensure they are up-to-date with current procedure

J V Hopkins
October 2015

To be reviewed in 2017 with all stakeholders



The banner features the Redmile Church of England Primary School logo on the left, which includes a castle illustration. The main text reads 'OFSTED 2013 JUDGED REDMILE CHURCH OF ENGLAND PRIMARY SCHOOL' above the large word 'OUTSTANDING' in white on a blue background, with 'IN ALL AREAS' below it. A quote from a pupil is displayed: "Pupils enjoy school greatly. There is lots of fun and laughter, including when pupils are working hard and learning hard." Below the quote is a collage of photos showing children in various school activities. A QR code is on the bottom left, and contact information 'Tel: 01949 842429' and 'www.redmile.leics.sch.uk' is in the center. The Ofsted logo is on the bottom right.

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CHURCH OF ENGLAND
PRIMARY SCHOOL

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OUTSTANDING
IN ALL AREAS

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