



Anti-Bullying Policy

Aims

At Allerton Church of England Primary School we aim to:

- Ensure that our school is a place where children and adults can work without feeling intimidated by anyone else.
- Ensure that everyone who works at Allerton Church of England Primary School has a clear understanding of what is defined as 'bullying' behaviour.
- Ensure that everyone is aware of the school's position regarding bullying: that any situation where a person feels intimidated or threatened will not be tolerated.

What is bullying?

"Bullying is the wilful, conscious, repetitive action to hurt, threaten or frighten someone for the bully's own gain or gratification. It can take the form of physical, verbal, social or psychological abuse and might be directed at someone because of their perceived difference from the norm e.g. appearance, accent, gender, race or religion."

There is no stereotypical bully. Bullying takes many forms and it can be short term or continue for a long period of time. It can be overt or subtle intimidation, by one person or more.

Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour.

Bullying is not:

- A friend who is sometimes nasty
- An argument with a friend
- A one off fight or argument

Objectives

Our objectives are to:

1. provide an environment where bullying can be brought out into the open by victims and other witnesses
2. provide an agreed and consistent approach to bullying
3. provide strategies for modifying the behaviour of bullies including support strategies and working with parents / carers and other outside agencies
4. provide support strategies for the victim
5. encourage a cross-curricular approach to bullying to raise awareness of cause and effect
6. ensure that staff do not display bullying tactics and so reinforce bullying behaviour in children

Why is an anti-bullying policy necessary?

At Allerton Church of England Primary School we believe that all pupils have the right to learn in a supportive and caring environment, without concerns of being bullied; this is reflected in our mission and ethos statements.

Bullying is a form of anti-social behaviour which will not be tolerated at Allerton Church of England Primary School.

Action

If you are being bullied (remember bullying is not falling out with your friends):

Don't

- Don't gang up
- Don't get big brothers and sisters involved
- Don't fight back
- Don't keep it to yourself

What can you do?

- Always remember if you are being bullied, **the bully is in the wrong.**
- Try to be calm and not show how upset you are. A bully likes to get a reaction.
- Try walking away, but stay with your friends; it will make you feel safer.
- Tell an adult; tell more than once if you think they did not understand.
- Ask to speak to the Learning Mentor, Behaviour Mentor or any member of staff in confidence.
- Tell a friend and ask them to tell an adult.
- Tell your mum or dad or someone you trust in your family.
- Help your friends - tell an adult if you think someone else is having problems.
- Let an adult sort the problem out.
- Ring ChildLine – whatever your problem you can call free, day or night and speak to someone who can help: **0800 1111**

All allegations of bullying at school will be listened to, taken seriously, investigated and dealt with firmly and fairly.

Parent /Carer

If you are concerned that your son or daughter is being bullied:

1. inform the school immediately
2. advise your son / daughter not to fight back
3. encourage your child to talk to someone at school

Signs and symptoms

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

- is frightened of walking to and from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually lost
- has unexplained cuts and bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

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

What will happen when the bullying has been reported?

All reports of bullying will be passed to the Behaviour Mentor, who will talk to the suspected victim and bully and any witnesses individually.

If bullying is identified, one or more of the following will happen:

The victim – support strategies

1. Counselling – Learning Mentor/Behaviour Mentor
2. The bully (bullies) may be asked to genuinely apologise and wherever possible the pupils will be reconciled
3. Parents will be informed and asked to support
4. A support group, chosen by the victim, may be put in place.
5. Issues might be raised anonymously in PHSE lessons or ‘Circle Time’ activities
6. Each case will be monitored to ensure repeated bullying does not take place
7. Referral to external agencies

The bully – positive discipline procedures

In very young children or for a first minor occurrence we would hope to resolve the situation through discussion and using our positive discipline procedures set out in our ‘Positive Behaviour Policy’ in the section entitled ‘Addressing Unacceptable Behaviour’.

It is, however, the shared view of the staff and governors that **persistent bullying** is totally unacceptable at Allerton Church of England Primary School.

We class persistent bullying as ‘zero-tolerance behaviour’ and as such it will be reported to the Head Teacher or Deputy and recorded on Sleuth, our online Behaviour system.

Support strategies for the bully

1. Counselling – Learning Mentor, Behaviour Mentor
2. Issues of bullying covered in PHSE lessons and ‘Circle Time’ activities.
3. Parents involved and expected to support
4. Referral to external agencies

All incidents of bullying will be monitored to ensure that it **STOPS!**

Allerton Church of England Primary School is an environment whereby bullying behaviours are not tolerated.

Restorative practice

After discussions with all pupils concerned, if bullying has not been identified, the Behaviour Mentor will support children through the use of restorative practice. This involves identifying problems and helping children to understand what they have done wrong and how they could do things differently in the future. This process can be used for children who have had fall outs with friends or have been involved in one off arguments or fights, rather than bullying incidents. A detailed overview of restorative practice is outlined in our Positive Behaviour Policy.

Discipline beyond the school gate

The school will follow these procedures for incidents outside school to such extent as is reasonable. This will be deemed as at any time the pupil is wearing a school uniform, travelling to or from school or if the behaviour is detrimental to the image of the school. If the parent is present they have ultimate responsibility for their child's behaviour.

Furthermore where technologies are used to the detriment of other pupils, for example in cases of cyber bullying, the school will ask for parental cooperation to deal with the matter. This may include asking to see message histories on pupil's phones or other devices.

Child friendly policy

A child friendly Anti-Bullying policy has been produced in consultation with the PSHE leader, the Behaviour Mentor and pupils. A draft version was available for parents to view and comment on before the final edition was produced.

Both of these policies are freely available on request to the whole school community. Copies can be found on the school website and physical copies of the policies are available from the school office.

January 2017

This Policy has been drawn up and written by the School Council and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organization.

This will be reviewed annually by the Governing Body.

Drafted by: Sheryll Carter

Date: Annually

Appendix 1 – Incident form.

This is the form used to record incidents. A detailed list of questions asked can be obtained from the Behaviour Mentor.

Appendix 2 – Procedures for dealing with bullying incidents.

This shows the different strategies used depending on the level of bullying that has taken place.

Appendix 1

Incident Form	
Name of those involved: perpetrator, bystanders (Have they always been?), target	
What happened?	
Where and when?	
Nature – physical, verbal, non verbal, relational, indirect, cyber? And why? Prejudiced/ identity based? (disability, gender, sexual orientation, race, ethnicity, religion, personality clash)	
What level? (separate sheet)	
Frequency?	
How long has this been happening?	
Intent questions to be asked (See attached sheet)	
What is the imbalance of power? How does each child feel when they are with each other? How do other children feel when they are with them? Does anyone feel uncomfortable?	
Is there any empathy? (see intent answers) Action taken?	

Appendix 2 - Procedures for Dealing with Bullying Incidents

Low Level

If it is just on the cusp of bullying – Restorative Practice.

Target to report any future incident involving the same person/people to named member of staff.

Peer supporter engaged? 1 person.

Medium Level (people involved are significant/hurt is involved)

1. Take a written record as you are dealing with it.
2. Put a support group in place. (see attached sheet)
3. Perpetrator and all other bystanders are to be talked to and records taken.
4. Appropriate action to be taken.
5. Bystanders – sheet given.
6. Parent meeting (perpetrator) + SC + teacher
7. Perp kept in for at least 2 weeks break and lunch.

Week 1 (examples)

1. Sheet on how to be a good friend.
2. Write a story about a bully.
3. Write about respect and why gossip is bad.
4. Spelling test nightmare sheet.
5. Make a poster about cyber bullying.

Week 2 (examples)

1. Write a letter of apology to target.
2. Friend's sheet.
3. Feeling lonely sheet.
4. Helping a friend sheet.
5. Being actor's sheet.

Week 3 (Out breaks, in lunches)

1. It's not your fault.
2. Feeling sad.

Work with target on mental health sheets, 5 minutes daily.

Restorative Practice with bystanders and target.

Anger management and empathy for the perpetrator.

HIGH LEVEL (parents condone behaviour, racist, severe physical, sexual or extreme significant child)

1. Immediately reported to senior member of staff and if appropriate child protection team.
2. Senior staff to inform parents and parents meeting arranged.
3. Investigation carried out and all recorded. Senior staff to decide whether outside agency (police) needs to be involved. Parents are to be informed of this decision.
4. Disciplinary action is to be implemented for the perpetrator. Bystander's behaviour is also to be addressed. Parents are to be informed of decisions.
5. Additional support is to be given to develop protective skills for the target (including assertiveness, self-esteem and resilience).
6. Decision made about referral to and involvement of specialist external support.
7. Review within a certain time period.