



Thorpe Church of England Primary School

Faith, Love and Excellence

Anti-bullying policy

*Reviewed & Ratified by Children's Learning Committee - Spring 2018
Date of next review - Spring 2021*

Aims

Thorpe Church of England Primary School, in partnership with the parish and parents, will provide a quality Christian education. Through the love of God, we will foster individual pupil uniqueness, spiritually, academically, emotionally, socially and culturally by encouraging each child to strive for personal achievement and awareness that their contribution is necessary for the good of the community.

Jesus said, "Love one another as I have loved you."

This policy is based on the importance of promoting positive relationships between all our children.

At Thorpe Church of England Primary School we do not accept any form of bullying. Every effort is made to create a caring family, where everyone is valued. We believe children should respect themselves, each other and all adults within our community and God's world in which we live.

The policy should be read alongside the following documents:

- [Anti-bullying 'Menu of Support' for Surrey Schools](#)
- [Surrey Guidance on Anti-Bullying](#)
- [Prevent Guidance](#)
- [Safer Surrey](#)
- [PSHE and Citizenship curriculum](#)
- [RSE guidance](#)
- [Model safeguarding](#)
- [Drug and alcohol awareness](#)
- [Healthy schools](#)
- [Equalities Act](#)
- [Index for Inclusion](#)
- [Preventing and Tackling Bullying \(DfE 2017\)](#)

Objectives

- Provide a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them maximise their potential.
- Pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe or threatened.

Policy Development

This policy is formulated in consultation with the whole school community with ongoing input from:

- Members of staff and governors.
- Children, through School Council, circle time discussions, etc.
- Parents/Carers taking part in written consultations, parent meetings and parent focus groups.

Definition of Bullying

Bullying is behaviour by an individual or group that is an intentional act of intimidation, hurting, threatening or frightening someone else physically or emotionally over a period of time and against which the victim finds it difficult to defend him/herself.

Bullying differs from other types of aggressive behaviour:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend himself or herself.
- It is persistent.

Types of bullying

There are three main types of bullying, which can be directed “face to face” or indirect:

- Physical i.e. hitting, kicking, biting or taking belongings
- Verbal i.e. name calling, insulting or making offensive remarks
- Psychological-which is often indirect- spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, written, sending malicious e-mails or text messages on mobile phones/online, insulting or making offensive remarks. inappropriate text messaging and emailing; sending offensive images by phone or via the internet

Some reasons for bullying

The reasons why children are bullied are varied but can include:

- bullying related to gender, race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately. Although bullying can occur between individuals it can often take place in the presence of others who become the ‘bystanders’ or ‘accessories’.

Behaviour that is not bullying

Bullying is not:

- One off falling out with people resulting in name calling, threats or physical violence
- Short-term arguments
- A fight or a quarrel between children of equal power and strength
- Friends breaking up
- Occasional teasing

This behaviour is not acceptable and will be dealt with appropriately but we do not consider it bullying.

Some bullying is deliberate but some may not be, especially where very young children are involved. Sometimes children are unaware of the effect their behaviour is having on others. Bullying is behaviour that has not been observed and corrected by an adult and where there is no real empathy for the victim.

One off incidents

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when people with disabilities are involved. If the victim might be in danger then intervention is required urgently.

Vulnerable children

Children with additional needs may not be able to articulate the problems they are experiencing as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, as a result of their individual difficulties.

Implementation of Policy

Our school has clear and well-publicised systems to report bullying. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The school will support all those involved in bullying incidents.

Parents are in partnership with the school to promote good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and information for new parents.

We endeavour to create a secure and safe environment for children in our care so that parents/carers may send their children to school in the confident knowledge that they will be protected from bullies. Parents/carers work with the school to uphold the anti bullying policy.

Role of the Headteacher

The Headteacher **Helen Southgate** has overall responsibility for the policy and its implementation, liaising with and reporting to the governing body, parents/carers, LA and outside agencies and has general responsibility for handling the implementation of this policy.

The governing body supports the Headteacher and staff in all attempts to eliminate bullying. Our Anti Bullying Governor is **Mrs M Wright**

The responsibilities of the Headteacher are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Promoting Anti-bullying Week.
- Monitoring and evaluating bullying incidents each term
- Liaising with outside agencies to promote good anti-bullying practices, including training

Class Teacher

- Teachers should promote positive behaviours in their class at all times to establish a climate of respect
- Class teachers should ensure that pupils understand what bullying is
- Procedures to follow, who to tell and sanctions given should be made clear
- Children should be aware that they should tell an adult if they have been/are being bullied or have witnessed a bullying incident
- Circle time and role-play sessions should be regular in offering opportunities in which bullying can be discussed
- SEAL/ PHSE sessions should raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour
- Use SEAL resources on anti-bullying

Curriculum

- PHSE sessions offer opportunities to discuss and understand the problem of bullying ensuring children are aware that all bullying concerns will be dealt with sensitively and effectively
- Procedures to follow, who to tell and sanctions given are an important part of these discussions, so all pupils feel safe in the knowledge that everyone will abide by the anti bullying policy
- Teach values and attitudes as well as knowledge and skills. This will promote responsible

behaviour, encourage self-discipline and respect for themselves, for other people and for property. Encourage good behaviour by providing a range of rewards for children of all ages

- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- Collective Worship and other whole school activities are also opportunities to highlight bullying and its effects

Reporting and Responding to Bullying

Where bullying is reported and/or suspected, the class teacher should adopt the following procedures.

- **Teachers will deal with bullying in the first instance. They will keep a record of the incident that involves children in their class using the BULLYING INCIDENT REPORTING PROFORMA 1-Classroom teacher (Appendix One). Copy to Headteacher**
- Children will be listened to and the class teacher should talk to both the victim and person/people responsible/s together to resolve the incident.
- The bullied child/ren must be made to feel safe and secure; the bullying child/ren to know that their behaviour is inappropriate and unacceptable.
- Teachers will exercise their professional judgement on each individual case in relation to the definition of bullying. This may include involving parents.
- The class teacher may refer the matter to the Headteacher by completing the BULLYING INCIDENT REPORTING PROFORMA 2- Headteacher (Appendix Two).
- The Headteacher will continue the investigation.
- The outcome of the investigation and subsequent action will be decided between the class teacher and Headteacher.
- Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme with clear behavioural targets agreed between the class teacher, Headteacher and possibly other agencies will be implemented
- The Headteacher will involve parents in all parts of this process.

Non-teaching staff

- All adults working within the school are expected to be vigilant with regard to bullying.
- All disclosures by children must, in the first instance, be passed on to the class teacher who may then decide to involve the Headteacher so that appropriate action can be taken.
- Lunchtime staff has a key role in that bullying is more likely to occur during lunchtime breaks and playtimes.

Children

- Children are encouraged to report bullying to their teacher or another adult in the school.
- If other children are aware of bullying, they have the responsibility to help the victim by telling the bully to stop or speaking to a member of staff. They should not stay as “bystanders” as this encourages the bully to perform to an audience.
- School Council offers the opportunity for children to suggest ways of preventing and coping with bullying.

Parents/Carers/Governors

- All relevant parents/carers may be contacted by the class teacher.
- Parents/carers should have the opportunity to meet with the class teacher to discuss the incident and investigation.
- If parents/carers of either the victim or the person/people responsible are dissatisfied with the investigation and subsequent action they should contact the Headteacher.

Recording Incidents of Bullying and Evaluating the Policy

- All information stored will be used to ensure individual incidents are followed up.
- The member of staff who deals with the incident will record bullying incidents using the appropriate forms and the Headteacher may store this on Sims.

- Incidents of bullying will be monitored termly using the:
BULLYING INCIDENT REPORTING PROFORMA 1-Classroom teacher (Appendix One) and the
BULLYING INCIDENT REPORTING PROFORMA 2- Headteacher (Appendix Two).
- This information will also be used to identify trends and inform preventative work in school and development of the policy.
- Patterns and trends will be evaluated annually.
- The Headteacher will report the result of the evaluation to the governing body as part of the annual report and recommendations will be made regarding any policy changes as and when they become necessary.
- The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive ethos across the school community

Strategies for Preventing Bullying

- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week
- PSHE
- Pupil Voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information évents/information
- Staff training and development for all staff
- Restorative Justice
- Counselling and/or Mediation schemes

Links with other policies

- Safeguarding Policy
- Acceptable Use Policy
- Equality Plan (Single)
- Special Educational Needs Policy
- PSHE Policy
- E-safety Policy

1. Appendix One

**BULLYING INCIDENT REPORTING PROFORMA 1-Classroom teacher
(Copy to Headteacher)**

Reported by:	Date
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Names of those involved:	
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Statement of bullying incident	
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Evidence (If applicable):	
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Action taken:	
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Have parents/carers been involved?	Yes	No	If "yes" what has been the outcome so far?	
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Completed by	
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Appendix Two

BULLYING INCIDENT REPORTING PROFORMA 2 - Headteacher

Investigation by Headteacher

Nature of bullying incident			
Where did it occur?		Date	
Were there any witnesses?	Yes	No	If "yes" have they been spoken to?
Were there any injuries?	Yes	No	If "yes" has this been recorded?

Outcome of interview with victim/s:	
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Outcome of interview with the person/people responsible:	
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Action taken:	
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Parents /carers involved?	Yes	No	If "yes" when & how were they contacted?	Letter	Comment and date (attach paperwork)
				Email	
				Verbal	
				Phone	

Completed by:	
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Reference Documents and Related Policy/Guidance

National Documents

- ✓ Safe to Learn- DCSF Guidelines
- ✓ Embedding anti-bullying work in schools - DCSF-00656-2007
- ✓ Homophobic bullying - DCSF - 00668-2007
- ✓ Sexist, sexual and transphobic bullying DCSF-01136-2009
- ✓ Cyberbullying - DCSF - 00658-2007
- ✓ Bullying Involving Children with Special Educational Needs and Disabilities - DCSF 00372-2008
- Safe from Bullying - DCSF suite of materials