



## **Anti-Bullying Policy**

- a) **Policy drawn up by the Headteacher, agreed by Staff and Governors**
- b) **Date adopted: July 2005**
- c) **Reviewed: January 2008**
- d) **Reviewed: Spring 2011**
- e) **Reviewed Autumn 2015**
- f) **Reviewed October 2017**
- g) **Review September 2018**

St Francis C.E Primary School  
Anti-bullying Policy

Introduction

At St Francis we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect, to be themselves and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment, discrimination and any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To ensure that difference and diversity is celebrated across the whole school community
- To enable our pupils to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain
- To inform pupils and parents of the school' expectations and to foster a productive partnership, which helps maintain a bully –free environment.

What is bullying?

Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm.

The Nature of Bullying

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- Repeated often
- Often hidden and difficult for victims to defend themselves against
- Exerting power over another

Bullying can take many forms, but the main types are:

- Physical- hitting, kicking, damaging or taking belongings
- Verbal-name calling, insulting, making offensive remarks, including through social media.
- Indirect- exclusion from social groups, being made the subject of malicious rumours, spreading nasty stories about someone, maliciously sharing materials, such as photos, including through social media.
- Discrimination based on gender, gender identity and sexual orientation

## Our Approach to Bullying

We believe that if children are encouraged to be good citizens, in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that all are treated equally and fairly, where they will be listened to, and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through our Values system, a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence to behave appropriately and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility through roles within the class and school such as register monitor, the school council, play leading promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

The school will participate in the annual, national, anti-bullying fortnight. It is felt that focusing on the school's expected code of behaviour and values is a positive way to influence behaviour and reduce bullying behaviour. Thus the period may be called 'friendly fortnight'. In 2017, the school focused on 'Sharing our Similarities; Celebrating our differences'.

Pupils are regularly surveyed to assess their understanding of bullying and any incidents of bullying see e.g. Appendix 2 or pupil voice.

Our Personal, Social and Health Education (PSHE) medium term plan will ensure that each year group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions. Children are encouraged to recognise the impact of being a bystander and what they can do to prevent this.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

Bullying can take place on the way to and from school, or at weekends or in the wider community. The nature of cyber bullying in particular means it can impact on pupil's well-being beyond the school day. Staff, parents, carers and pupils must be vigilant.

Derogatory language is challenged by staff and recorded and monitored. Staff are also encouraged to record casual use of derogatory language using informal records such as a classroom log.

A prejudiced based incident is a one-off act of hurtful behavior motivated by negative attitudes or beliefs towards a minority group. All such incidents should be taken seriously and recorded and monitored with the head teacher regularly reporting these to the governing body.

We have two aims when reacting to incidents of bullying:

1. To make the victim feel safe.
2. To correct poor behaviour and encourage better behaviour from the bullies, colluders and observers.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

All school staff; teaching and non-teaching Teachers should keep a written log of any potential bullying incidents, and discuss this with Senior Management if and when this behavior seems to becoming a pattern.

If the bullying is a recently established behaviour by an individual or a group which involves regular name calling, or intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach (see appendix 1).

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. The Headteacher is informed.
2. The victim is interviewed and comments recorded. Their parents may be informed.
3. The bully or bullies is/are interviewed and comments recorded.
4. The parents of the bully are contacted and invited to a meeting  
A meeting between the Headteacher, bully and parents is held. The incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.
6. In persistent circumstances sanctions may include:  
Permanent exclusion  
Temporary exclusion  
Exclusion from the school premise at lunchtime  
Exclusion from the playground at lunchtime/playtime  
Move out of current class  
Arrangements for parent to supervise pupil to and from school daily
7. The parents/carers of the victim are kept informed throughout the whole process

### The Role of the Governing Body

*The governors require the headteacher 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.*

The governing body will monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. This will be done through the attached questionnaire.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

### Monitoring the Policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective a questionnaire-based survey is conducted annually in the autumn term with a sample from across the school (see appendix 2).

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **Appendix 1**

### Problem Solving Approach

#### Step 1: The Victim is Interviewed

Once it has been established that a child has been the victim of bullying, the child is interviewed. The main focus of the interview is the affect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child maybe asked to draw a picture or write a poem to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school (outlined in step 2)

#### Step 2: A Meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those doing the bullying, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

#### Step 3: The Problem is explained to the group

The bullying is explained to the children and is emphasized that the bullying makes the victim feel really bad. The others are read the child's poem or shown the picture; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

#### Step 4: The Responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

#### Step 5: The Group is Asked for its Ideas

The group is asked what they feel should be done. After brainstorming, individual suggest solutions, how they feel they can help, and what they will do. Good positive suggestions for making things better are sought.

#### Step 6: It is Left Up to the Group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

#### Step 7: A review meeting with the Victim

A week or so later the teacher meets up with the child to find out what improvements have been made.

#### Step 8: Meet the Group Again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had with the

## Appendix 2

Questionnaire about Bullying

Class \_\_\_\_\_

This school takes bullying very seriously and we wish to know your views on Bullying. Bullying can be kicking, or the use of force in anyway. It can be teasing, making rude gestures, name calling, or leaving you out.

Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad. This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are. There is a blank for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you sort it out. If you do this, it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name \_\_\_\_\_  
(Give your name only if you wish)

1. Are you a boy or a girl? (circle one)                      boy                      girl

2. Since I have been at St Francis, I have been bullied (circle one of the following)

Never              once in a while              about once a week                      more than once a week

3. I have been bullied in the following ways (tick which ones have happened to you)

- Hitting (punching, kicking, shoving)
- Mean teasing
- Purposefully left out of things
- Had my things damage or stolen
- Was sworn at
- Received nasty notes
- Someone said nasty things to make others dislike me
- Had untrue and mean gossip spread about
- I was threatened
- Had rude gestures or mean faces made at me
- Anything else (write down here) \_\_\_\_\_

4. When was the last time you were bullied (circle the correct one):

yesterday              last week              last term              last year

5. Since I have been at school, I have bullied someone:

Never      once in a while      about once a week      more than once a week

6. Since I have been at school, I have seen bullying take place (circle one of the following)

Never      once in a while      about once a week      more than once a week

7. I have watched or have heard about the following types of bullying (tick which ones)

- Hitting (punching, kicking, shoving)
- Mean teasing
- Purposefully left out of things
- Had my things damaged or stolen
- Was sworn at
- Received nasty notes
- Someone said nasty things to make others dislike me
- Had untrue and mean gossip spread about
- I was threatened
- Had rude gestures or mean faces made at me

Anything else (write down here) \_\_\_\_\_

8. Tick all the places where you have been bullied or have seen bullying take place:

- In the playground
- in the corridors
- in the classroom
- in the cloakroom
- in the toilets
- on the way to school
- on the bus
- on the way home from school

9. Where are the danger spots where most bullying takes place? Please list here:

.....  
 .....  
 .....  
 .....

10. Who do you feel you feel most happy to talk to?

Your teacher      another teacher      another adult who works in school  
a school councilor      a friend