



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

ANTI-BULLYING POLICY

Rationale

St. Thomas of Canterbury Church of England Junior School is committed to a policy of inclusion, to respect, equality and justice underpinned by British Values. We believe that bullying behaviour is totally unacceptable. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

Pupils and parents should be assured that known incidents of bullying will be responded to. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Our Anti-Bullying Policy should be read in conjunction with our school's Character Education Policy.

Aims & Objectives

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

- To promote a secure and happy 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 and Social Development (PSHE).
- To show commitment to overcoming bullying.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

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All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what to do if bullying arises.

Definition

"Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a sustained period of time and it is very difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s."

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at St Thomas of Canterbury Church of England Junior School is considered to be, "unacceptable behaviour which occurs '**lots of times, on purpose**'."

Why are we against bullying?

- Everyone has the right to feel welcome, secure and happy
- We should treat everyone with consideration
- If bullying happens it will be dealt with quickly and effectively
- It is important to tell someone.



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Bullying can be:

Emotional

being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation

Verbal

name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone

Physical

pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things

Racist

racial taunts, graffiti, gestures, making fun of culture and religion

Sexual

unwanted physical contact or sexually abusive or sexist comments

Homophobic

focussing on the issue of sexuality

Online/cyber

setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones. Targeting individuals via social media, e.g. Twitter, Facebook.

Misuse of associated technology, i.e. camera and video facilities, iPad and games consoles.

Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

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Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts...etc.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.



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Why is it important to respond to bullying?

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

- Everybody has the right to be treated with respect
- Everybody has the right to feel happy and safe
- No-one deserves to be a victim of bullying
- Bullies need to learn different ways of behaving

Read our 'Character Education' policy for further details on the teaching of good character.

Signs and symptoms for parents and staff

There may be signs or behaviours that are symptoms of being bullied. Everyone should be aware of these possible signs and should make further investigations if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"

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- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

These are a few of the symptoms highlighted by Kidscape and the Anti-bullying Alliance as key indicators that bullying may be taking place. **Be mindful that this is not a conclusive list.**

Outcomes

All known/reported incidences of bullying will be investigated by the classteacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. E.g. a parent being informed about their child's behaviour and a request that the parents support the school with any



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sanctions that it takes (See Character Education Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. counsellor (Brentwood Extended Services), LA Behaviour Support Team, Police Community Officer.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, extended counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See ‘Recording Bullying’ section and Appendix 2) and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At St. Thomas of Canterbury Church of England Junior School we use a variety of methods to support children in preventing and understanding the consequences of bullying through whole school/class collective worship, SEAL based collective worship, PSHE and Citizenship lessons, SMSC curriculum, the school vision/mission statement and other continued focus, e-Safety awareness, Worry Box...etc. Children are also consulted through in-school pupil questionnaires including the Schools Health Education Unit (SHEU) annual well-being survey. This also provides statistical comparisons with other Essex schools.

The school website also gives useful links.



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The ethos and working philosophy of our school means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly



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If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your CATS rep
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Recording of bullying incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the classteacher and/or Year Group Leader.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.

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3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Disability Equality Scheme

At St. Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support [where necessary], that **every** child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified specific needs and disabilities to participate in the anti-bullying curriculum.

Monitoring & Evaluation (including role of Governors)

It is the responsibility of the senior leadership team (SLT) to monitor the effectiveness of the day to day management of this policy, identifying strengths within the school and areas of concern. The strengths may include: classes who are supportive to individuals and where bullying is minimal.

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Areas of concern may include: individuals, groups of children or year groups where bullying has been reported.

It is the responsibility of the Governing Body to ensure all incidents of bullying are reported and recorded by the Headteacher. It is also the responsibility of the Governing Body to ensure the effectiveness of ‘anti-bullying’ strategies is monitored.

If an incident of bullying is reported to the Governing Body it is the responsibility of the Governing Body to ensure the Headteacher conducts a full investigation into the case and reports back to an individual of the Governors.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Childline	08000 1111
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900

Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
Bullying Online	www.bullying.co.uk
ThinkUKnow	www.thinkuknow.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens
London SW1W 0DH



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Review

The Anti-Bullying Policy has been written in line with the Anti-Bullying Alliance and Kidscape with further advice and guidance from the DfE.

Policy reviewed: December 2014

Policy agreed: 17th March 2015

Next policy review date: December 2018

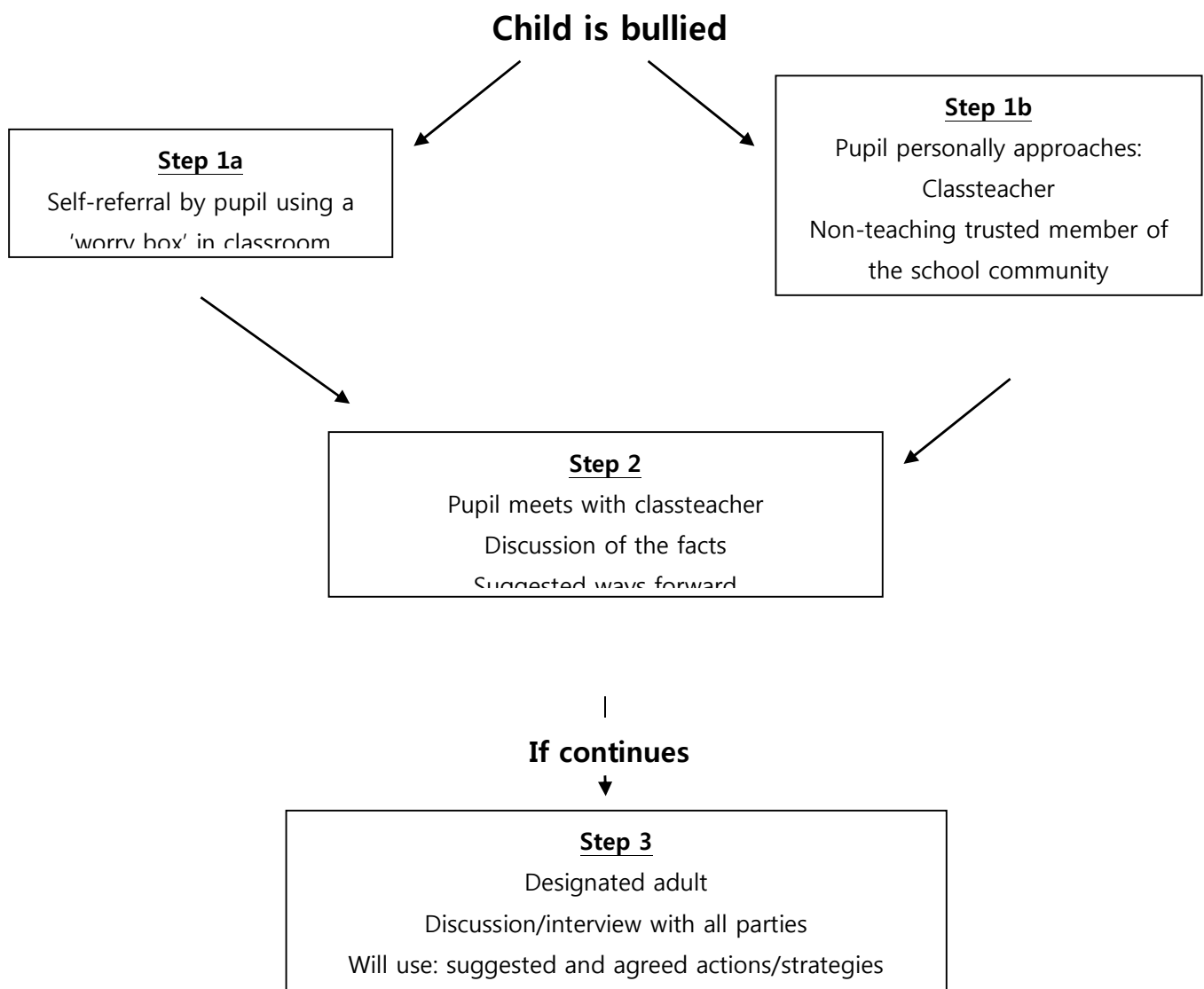


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Appendix 1:

PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP



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If continues



Step 4

Senior member of staff

Directs to a variety of help strategies delivered by 'trained' personnel e.g.

- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support



If continues



Step 5

Headteacher and Chair of Governors and inform/seek



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Appendix 2:

PROTECT – Behaviour Log 2014-2015

Year Group: Date: Child(ren) displaying inappropriate behaviour:		
Description of the incident:		
Who was affected?		
Action(s) taken:	By whom	Date:
Conclusion – final outcome/reconciliation		

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