Thorner's Church of England VA Primary School
Anti-bullying Policy

We believe that bullying is unacceptable.

1.   Roles and responsibilities

Our Anti-Bullying Champion is Mr Sitch. He will:
- continue to develop the policy in line with good practice
- review the progress the school is making in relation to the anti-bullying agenda.

Class teachers are responsible for the day to day implementation of practices and they, together with all school staff, will:
- support children who have experienced bullying
- respond to children who have bullied
- model appropriate, respectful behaviour.

Children in our school will be supported to:
- embrace a culture that respects difference
- support children who have experienced bullying behaviours
- model appropriate, respectful behaviour
- participate in
  - the development of the policy
  - the implementation of the policy
  - the evaluation of the policy

Governors are responsible for monitoring the above.

2.   Aims and objectives

The aims and objectives of this policy should develop and maintain:
- a culture of respect where difference is valued
- a system of support for children who have been bullied
- a system of clear, fair and consistent responses to incidences of bullying.

We asked our children why we should have an anti-bullying policy and they said:
- so everyone can have fun and feel safe, secure and happy in school
- so people can look forward to coming to school and not be scared of any students
- so people know they shouldn't bully/ to stop bullying /not be mean
- just in case people do get bullied and don't tell anyone
- because people may need help
- so we know how to tackle bullying/to be able to cope with bullying
- to understand why people bully
- so bullying doesn't get to you
- so we don't end up thinking we're worthless and losers

- so people do not feel hurt/sad and lonely
- so that no one feels left out/bad about themselves
- so there's no violence
- so everyone can have a smiley life/has a friend
- so everyone can be friends with everyone
- not to be mean to people with disabilities
- so no one is racist or sexist
- so students learn to behave before we go to bigger schools with more people

3.   Defining bullying

We asked our children to define bullying and they said that bullying is:
- constant verbal or physical teasing or fighting
- really hurting someone, their feelings
- being horrible and cruel and carrying on doing so
- doing something horrible and not stopping
- swearing, calling people names, not leaving them alone
- cyber bullying, online, text abuse
- setting you up for trouble, blaming you
- bullying can happen anywhere, not just in school

4.   Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

> *"…basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child."*
> (UNICEF, 2010 website)

Our school community is developing a culture that embraces differences and never tolerates bullying. We are doing this by;

- training to ensure a knowledge about diversity and issues associated with bullying
- the delivery of an appropriate curriculum, especially SEAL and RE, and discussing differences using assemblies and other events such as Anti-Bullying Week
- staff meetings to discuss any issues and concerns
- modelling appropriate respectful behaviour by all people.

5.   Responding and Supporting

Our school asked children about what they would do if they were bullied and the type of support they would like and they said:
- tell teachers and they should tell the bully off and tell the bully's parents
- tell the teacher or your mum/dad
- tell an adult
- be nice to the child who has been bullied
- talk to the bully to find out and deal with the reasons for their behaviour

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:
- Listening to the child who has been bullied and identifying the type of support they feel they need
- Listening to the child who has bullied and identifying the type of support they need
- Applying disciplinary protocols consistently and fairly.

6.   Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, this will be reported to Children's Services Social Care.

7.   Evaluating

Our school will evaluate the effectiveness of our anti-bullying policy. We will use pupil and parent questionnaires and also track the outcomes of individual incidents of bullying. We recognise that success will be associated with satisfaction shown by children and parents/carers and not necessarily via a reduction in reported incidents.

8.   Resources

Our school is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise that we can talk to our link Educational Psychologist who will support us with work in this area.

Attachments
Incident recording sheet
Evaluation form
List of resources

Date adopted by Governing Body: November 2020
Date to be reviewed: November 2021

Thorner's Church of England VA Primary School
BULLYING/PREJUDICE RELATED INCIDENT REPORTING FORM

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist our school in completing an incident log.

Date:		Class:	
Name:		Staff reporting	

Type of bullying or prejudice related incident: (tick all that apply)	Location:	Time:
Verbal	Bus	Before school
Non verbal	Hall	Class time
Physical	Classroom	Playtime
Social/ isolation	Toilets	Lunchtime
Harassment	Playground	After school
SEN	Outside school	Multiple
*Gender	Multiple	
*Race / Ethnicity		
*Disability		
*Religion and Belief		
* Homophobic		
Other :	Other:	Other

*Items asterisked are protected characteristics under the Equality Act 2010.Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents.
Schools can access support from the EMTAS team (01305 228300).

Frequency:	1x	2-4x	5+	weekly	daily	+frequently

Target individual / group (tick all that apply)		Perpetrators	
Student	Vulnerable group	No. 1 2 3 4 5+	
Group		Names	
Teacher Staff TA			
Other professional visitor			

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Summary of incident			

Initial action taken with both parties (and by whom)	**Inform**		
	Class teacher		
	Headteacher		
	Parent		

Follow up action with both parties (and by whom); set review date if applicable

Review   (date)

Signed (by person reporting bullying incident)	

E-logging completed	Date	staff
submitted by person who was bullied	Date	staff

We would encourage schools to send a copy of this form on completion to Admin Support, EMTAS, Inclusion Services, Monkton Park, Winterborne Monkton, Dorchester, DT2 9PS. Or email a copy to a.woodsford@dorsetcc.gov.uk . This will help to support developments around the anti-bullying strategy and respond to emerging trends in relation to prejudice across Dorset.
Please obscure names before returns are made.

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EVALUATION FORM 1: *This form will be sent to parents/carers of children who have been involved in a bullying incident in the past twelve months*

Dear Parent / Carer

Our school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem. We will use this information confidentially within the school to inform our review of policy and practice. Individual details will not have any wider use unless we ask for, and you give, specific permission.

How easy was it for you to report the bullying? (circle one)

1	2	3	4	5
(Not easy)				(Very easy)

Comment if we could improve what we did:

How satisfied were you with how the school responded at the time.

1	2	3	4	5
(Not satisfied)				(Very satisfied)

Comment if we could improve what we did:

How satisfied were you with the intervention put in place following the incident

1	2	3	4	5
(Not satisfied)				(Very satisfied)

Comment if we could improve what we did:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying. We want to make our pupils and parents confident that we review our systems to ensure we support children.

Yours sincerely

Mike Sitch

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Head teacher

EVALUATION FORM 2: *This form is for all the children in the school.*

Dear Pupil

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem.

Class

Girl / Boy

Do you know how to report an incident of bullying?   **no / yes**

Do you know what will happen if you report an incident of bullying.   **no / yes**

Do you know what support is available for pupils who experience bullying   **no / yes**

Do you feel safe at this school

1   2   3   4   5
No   **yes**

Please tell us about any improvements we could make within our school with respect to bullying.

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying. We want to make our pupils and parents confident that we review our systems to ensure we support children

Yours sincerely

Mike Sitch
Headteacher
RESOURCES

1.   DfE resources

DfE Behaviour and Discipline in Schools Guidance:
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

2.   Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

3.   Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying

Kidscape: Charity established to prevent bullying and promote child protection. Advice

for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011

4. Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

5. LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

6. SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. *Please note that internal servers may block access to some of these sites.*

7. Key Documents

   i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
       https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

   ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils
       http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools

   iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying
        http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf
        Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)

   iv. Ofsted. Children on bullying A report by the Children's Rights Director for England
       http://www.ofsted.gov.uk/resources/children-bullying

   v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008
       www.ofsted.gov.uk/resources/**children**-**bullying**

vi.   The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. www.homeoffice.gov.uk/**equalities**/**equality**-**act**

vii.   The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594

viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-**reports**/**surveys**/forthcoming-**surveys**

ix.   Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf