



## **Stanwell Fields CofE Primary School**

### **Anti – Bullying Policy**

**Date this policy was first approved by the Governing Body:**

**Date this policy will be revised:** Every Autumn Term

**Reviewed and Updated:** 07.09.16

#### **School Vision:**

**To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community**

At Stanwell Fields Primary School we believe that every child matters and therefore we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school and on school related journeys, to understand the issues relating to safety, such as bullying and to feel confident to seek support should they feel unsafe.

#### **1. Roles and responsibilities**

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents, LA and outside agencies. All members of the SLT will have general responsibility for handling the implementation of this policy.

##### **The responsibilities are:**

- Policy development and review involving pupils, staff, governors, parent/carers
- 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

The Inclusion Governor, Jo Rixon, is responsible for liaising with the Head Teacher.

All staff at Stanwell Fields have a responsibility to model respectful behaviours both towards pupils and towards other adults.

#### **2. Policy Development**

This policy was formulated in consultation with the whole school community.

Pupils contributed to the development of the policy through the school council.

#### **3. Definition of Bullying**

**‘The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.’**

**Anti- Bullying Alliance**

## **How does bullying differ from teasing/falling out between friends or 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 themselves
- It is usually persistent

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 children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber-bullying – inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet, deliberate targeting using social media sites
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- relational bullying
- cyber-bullying

## **Why are children bullied?**

- bullying related to special educational needs or disabilities
- sexist/transgender/ homophobic bullying
- bullying related to race, religion or culture
- 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.

## **Bullying can take place between:**

young people (peer on peer)

young people and staff

between staff

individuals or groups

#### **4. Reporting and responding to bullying**

Any adults dealing/referring a bullying incident need to complete a bullying report form - these are kept in the staff room. These need to be completed and returned to the Head Teacher or the Deputy Head Teacher in the Head Teacher's absence.

All reported incidents will be taken seriously and investigated involving all parties.

#### **Procedures**

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation – restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for both the victim and the bully

#### **5. Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be filed with the Head Teacher.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

Bullying may be of a racist nature. As a school we have a duty to record such incidents and report them annually. All such bullying must therefore be recorded, dated and signed by any staff who dealt with it and a copy handed to the Head Teacher. (appendix 1) We do not tolerate racism at Stanwell Fields but recognise that some children will have poor role models outside school. We are committed to educating our children in order to develop them into responsible members of a multi-cultural society.

This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually. The policy review will be linked closely to the Behaviour policy.

#### **6. Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we at Stanwell Fields Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement of SEAL including Anti-bullying policy
- Involvement in Healthy Schools
- Anti-bullying week
- PSHE
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil voice
- Peer mentoring schemes
- Playground buddies
- Parent information events/information
- Staff training and development for all staff

#### **7. The following Stanwell Fields CofE policies also contain important information relating to this policy:**

Behaviour policy

Safeguarding & Child Protection policy

E-Safety policy

Equalities policy

PSHE policy

Confidentiality policy

Complaints policy

## Prejudice-Related Incidents Monitoring Form

Date of incident

Details of those involved:

	Perpetrator(s)	Victim(s)
<b>Name(s):</b>		
<b>Status</b> (Pupil , Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child)		
<b>Gender</b>		
<b>Ethnicity</b> (use Surrey ethnic categories only)		
<b>First Language</b>		
<b>SEND</b> (Yes / No)		
<b>Pupil Premium</b> (Yes / No)		
<b>Year Group</b>		
<b>Repeat offence/victim?</b> (Yes / No)		

Equality category involved:

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Additional prejudice-related factor(s) involved in the incident (if applicable):

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Type of incident (tick one only, ie the category which most closely describes the incident):

<input type="checkbox"/> Verbal abuse (eg name-calling, ridicule, comments, jokes)	<input type="checkbox"/> Verbal threats	<input type="checkbox"/> Damage to personal property
<input type="checkbox"/> Non-verbal abuse (eg gesture, mimicry, using pictures or objects)	<input type="checkbox"/> Physical intimidation or threats (eg expressed by gesture or physical proximity)	<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Cyber bullying (eg texting, email, facebook)	<input type="checkbox"/> Physical abuse (eg hitting, pushing, unwanted touching)	<input type="checkbox"/> Discriminatory/offensive graffiti
<input type="checkbox"/> Avoidance or refusal to interact	<input type="checkbox"/> Intimidation or threat with weapon	<input type="checkbox"/> Possession or display of discriminatory/offensive materials (eg racist insignia or publications)
<input type="checkbox"/> Collusion with behaviour of others	<input type="checkbox"/> Physical assault with weapon	<input type="checkbox"/> Other discriminatory behaviour

Incitement (eg encouraging others to participate)

**Description of the incident:**

**When and where did the incident happen?**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Travelling to school                      | <input type="checkbox"/> Between lessons  | <input type="checkbox"/> On school premises after school        |
| <input type="checkbox"/> On school premises before start of school | <input type="checkbox"/> During breaktime | <input type="checkbox"/> Travelling from school                 |
| <input type="checkbox"/> During lessons (in classroom)             | <input type="checkbox"/> During lunchtime | <input type="checkbox"/> Away from school / During leisure time |
| <input type="checkbox"/> During lessons (in unauthorised location) | Specify location:                         |   |

**Severity of incident**

- |   |   |
|---|---|
| <input type="checkbox"/> No offence was intended  | <input type="checkbox"/> Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable             |
| <input type="checkbox"/> Hurt or distress caused, but offending behaviour unlikely to be repeated | <input type="checkbox"/> Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated |

**Summarise what happened and who was involved including witnesses, participants and bystanders:**

**Other relevant information (eg relationship between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items)**

**Action taken (tick all that apply):**

Victim-related	Perpetrator-related	School-related
<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Class/peer group workshop
<input type="checkbox"/> Comfort and reassurance	<input type="checkbox"/> Apology to the victim(s)	<input type="checkbox"/> Assembly item
<input type="checkbox"/> Buddying, peer support	<input type="checkbox"/> Advice/pastoral support	<input type="checkbox"/> Letter to parents/guardians
<input type="checkbox"/> Counselling	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Policy review
<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Referral to senior teacher	<input type="checkbox"/> Review of curriculum
<input type="checkbox"/> Education on e-safety	<input type="checkbox"/> Disciplinary action (eg detention)	<input type="checkbox"/> School campaign (eg posters)
<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Staff training
<input type="checkbox"/> Medical treatment	<input type="checkbox"/> Fixed-term exclusion	<input type="checkbox"/> Initiative with learning community
<input type="checkbox"/> Review dates set	<input type="checkbox"/> Permanent exclusion	<input type="checkbox"/> Initiative with Local Authority
<input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Police informed	<input type="checkbox"/> Other (please describe):
<input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Other (please describe):

**Form completed by:**

Print name	Position	Signature	Date

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*For advice and guidance on reporting and responding to incidents please refer to the prejudice-related incidents guidance notes at <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/education-information-for-headteachers/>*