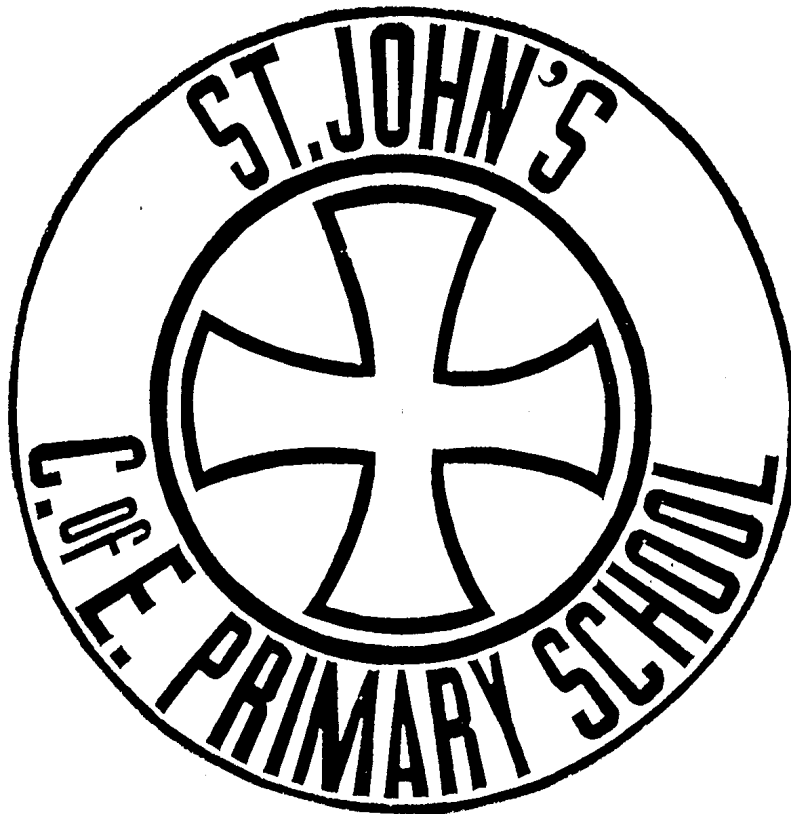
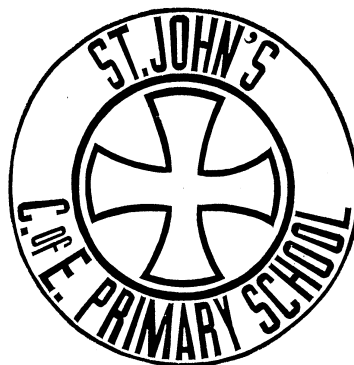


St. John's C.E. Primary School, Crossens.



ANTI-BULLYING POLICY

St. John's C.E. Primary School



Thankfulness Service Compassion
Trust Justice
Forgiveness Peace

ANTI - BULLYING POLICY

We believe that it is every child's right to be safe and to feel safe. We take bullying very seriously.

Rationale

This Policy is seen to go 'hand in hand' with the Positive Behaviour Policy and has its foundations in the Core Values of St John's CofE Primary School (Thankfulness, Service, Compassion, Trust, Justice, Forgiveness and Peace).

Everyone at St John's C.E. Primary School has the right to feel welcome, secure and happy - only then can children achieve their full potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to invoke the antibullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

**Although the terms bully and victim are used in this policy - it is not good practice to label children with such terms.*

What is bullying?

At St. John's C.E. Primary School our definition of bullying is:

Deliberate, hurtful and unprovoked behaviour that is repeated over a period of time.

This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. This

behaviour also relates to threatening or unpleasant emails or texts. The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Some children are more vulnerable to bullying, such as children with learning difficulties and children who are “different” in some way.

Links to St John’s C.E. Equality Policy:

In St John’s we will actively seek to achieve positive action in respect of the Equality Act. In so doing we are mindful of the protected characteristics that may be at the root of some bullying or discrimination:

- Age
- Disability
- Race
- Religion, Faith or belief
- Gender
- Gender identity and transgender
- Sexual orientation (Homophobic bullying)

The main forms that bullying takes are:

- **Physical:** e.g. hitting, kicking, taking belongings.
- **Verbal:** e.g. name calling, insulting, discriminatory remarks.
- **Indirect:** e.g. excluding from social groups, spreading rumours etc.
- **Cyber:** e.g. hurtful comments made using mobile telephones, text messaging or internet chat rooms (MSN etc.)

We recognise that all the above can cause emotional distress.

Why is bullying challenged?

The safety and happiness of pupils:

When children are bullied their lives are made miserable. They may suffer physical injury. They may be reluctant to attend school. Over time they are likely to develop low self-esteem. There is a danger that they blame themselves for “inviting” the bullying behaviour.

Educational achievement:

The concentration and learning of the victims of bullying is likely to be adversely affected.

Reporting bullying:

We recognise the potential dangers that result from children thinking that bullying is condoned or goes unchallenged.

While we cannot claim that there is no bullying at St. John’s (no school can,) we will always challenge it when it is reported.

As reporting can be a difficult step for some children we do the following:

- Maintain as a central thrust of our school ethos our belief that telling an adult immediately if someone or a group of children have said or done that is offensive, hurtful and/or upsetting.
- Have as a regular (at least once a term) school and class assembly theme the importance of reporting straight away.
- Ensure that staff on playground duty are aware of issues faced by particular children.
- Hold termly meeting with Lunchtime Welfare Assistants at which an agenda item is always discussion on children who are vulnerable and/or being bullied and those deemed to be bullies.
- Hold regular class “Circle Time” sessions at which bullying issues can be aired in a non-threatening environment. The class teacher chairs these sessions.

What if there are bullying incidents?

Prevention is better than cure so at St John’s we will be vigilant for signs of bullying and always take reports of incidents seriously.

If a person becomes aware of a bullying incident, it should be reported. A record will be kept of incidents. Any young person who is suffering should be supported and the incident should be investigated. All proven incidences of bullying should be reported to the Headteacher or Senior Teachers. If bullying includes racist abuse then it should be recorded in accordance with the Local Authority guidelines.

Major incident

- Act immediately to support the child with any health and medical requirements
- If a major incident becomes apparent, then the incident will be reported to a Senior member of staff as soon as possible.
- The incident will then be recorded and information gathered and collated objectively.
- In most cases, the child’s carers will be informed (On rare occasions this may not be in the best interest of the child’s welfare) Each case will be dealt with on an individual basis.
- If significant harm is a concern we will act using the Child Protection system.

Support, mediation, sanctions. Our response will consist of :

- Valuing the self- esteem of all involved
- Safeguarding the health and well being of all pupils
- Involving children in the decision- making processes
- Intervention work with the bully
- Sanctions appropriate to age of child and nature of incident
- A no blame approach, which seeks to get all parties to understand and explain how the other person may feel - adopting the emotional literacy approach as referenced in Emotional Literacy Charter.
- Support from the police if necessary

An incident may highlight a number of issues, which require the involvement of the school’s Child Protection Designated Person. They will be kept informed.

Discussing bullying with children:

Children involved in bullying others may feel quite justified in their actions and may be reluctant to admit them. Some children may even make false allegations of bullying

against a fellow pupil to try to get them into trouble. It can be difficult for teaching or supervisory staff to build an accurate picture of events or to be sure who is telling the truth. Class teachers can build on their special relationship with individual pupils to encourage honest and direct discussion.

If the incident is not of a very serious nature we will adopt a problem solving approach in the first instance and use our Emotional Literacy Charter. The adult dealing with the alleged bullying incident will remain neutral and will avoid using an interrogational style. The alleged bully and victim will be given the opportunity to explain their version of events without being interrupted. It may be necessary to listen to children who witnessed an alleged incident.

Support for the victim of bullying:

- A member of staff will often bring the victim and the perpetrator together so that the victim can see that the perpetrator is made aware of how he/she has made the victim feel.
- A key adult may be identified by the child to monitor the situation
- The incident is recorded in the school's Behaviour and Bullying File.
- Staff will check regularly with the victim to ensure that the bullying has stopped.

Support for the perpetrator:

- If it is clear that bullying has taken place the first step will be to ensure that the bully is aware how he/she has made the victim feel. This is done in an effort to prevent the incident from recurring.
- An apology will be sought.
- The matter will be recorded in the Bullying and Behaviour File.
- Should bullying persist the procedure outlined in the school's Behaviour Policy will be followed, this involves the informing of parents at an early stage.

Exclusion (permanent or fixed term) is a last resort and will only be implemented when all other attempts have failed including the involvement of outside agencies.

Monitoring:

Monitoring will be undertaken by scrutinising the Bullying and Behaviour File. This will enable us to:

- Judge whether incidents are isolated or not.
- See if there is a pattern to bullying of a particular child and/or the perpetrators of the bullying.
- Where and when bullying is happening.
- The form that bullying is taking.
- The action that is taken as a result of bullying.

Such scrutiny of the Bullying and Behaviour File will also inform the Senior Management Team if the Anti Bullying Policy and the procedures it contains are effective. Anti-bullying procedure will be reviewed as part of the School Self Evaluation process.

Please see also the Guidance to 'Parents on Dealing with Bullying'.

Parental Involvement:

Informing parents can be difficult as the language and imagery behind the term bullying and the bullied is very emotive.

Meeting parents

We will:

- Identify the quickest and least threatening way of contacting the parents and as for the meeting, as far as possible, look to establish a comfortable and non-threatening climate.
- Deal with the emotions.
- Clarify the purpose of the meeting and if appropriate the involvement of other services.
- Look for positive support.
- Challenge the unacceptable behaviours and the responses to this without condemning the child.

The outcomes of the meeting will need to be clarified and recorded.

Sanctions

Will include

- Sanctions appropriate with the Behaviour Policy (see behaviour policy)
- Restorative approaches to allow individuals to discuss their feelings and identify solutions.
- Writing to and meeting with parents
- Removal of privileges
- Exclusion (for persistent bullying)

The Curriculum:

We will aim to provide a range of curriculum opportunities for the consideration of anti-bullying, friendship, safety and health issues. Such as:

- Participation in Anti-bullying Week (November 12)
- Annual visit from Bully-Busters
- Spring Term 2 - focus on our school's Core Values (Values Day involves the whole school community including parents and governors).
- Safety perception interviews (Safeguarding Designated Person)
- Safety assemblies and focus weeks/days during the year eg: Fire Safety, Emotional Intelligence etc
- SEAL themes such as 'Getting on and Falling Out'.
- Pupil perception questionnaires eg Intech
- Themes and projects followed by the 'Be Happy Be Healthy' Committee.

External support / agencies:

We will use as appropriate external support services such as Behaviour Support, Educational Welfare Service and school nurses. For children with SEN, Parenting Partnership may be helpful. This support will be available for both parties.

- Education Welfare - Tel. 0151 934 3267
- Sefton Parenting Partnership - Tel. 0151 291 0551
- Sefton Well Young Persons Service - Provides support for more vulnerable children who are seriously affected by incidents such as a refusal to attend school or showing other signs of distress.
- Bullybusters
- National Anti-bullying organisations
- Red Balloon Workshops - action against bullying.

Training for staff:

Training for all staff is seen as an essential element in the success of the Policy and its procedures) All appropriate training opportunities will be accessed and actions implemented when necessary.

Recent training 2012 - 2013:

WHO	WHAT	WHEN
ANNA PATTERSON	SAFETY PERCEPTIONS	NOVEMBER 2012
ANNA PATTERSON	HOMOPHOBIC BULLYING	FEBRUARY 2013
KIM HICKSON (PSA)	E-SAFETY AWARENESS FOR STAFF AND PARENTS	NOVEMBER 2012
PARENTS WORKSHOP	CARL HIGNETT - ESAFETY AWARENESS FOR PARENTS	FEBRUARY 2013
ALL STAFF	SEFTON I.T. CONSULTANT - ESAFETY AWARENESS FOR STAFF	FEBRUARY 2013
YEAR 5 YEAR 6 CHILDREN	BULLY-BUSTERS	JANUARY 2013
ALL CHILDREN	ANTI-BULLYING WEEK	NOVEMBER 2013
X 4 YEAR 6 BOYS	SHOW RACISM THE RED CARD EVENT	MARCH 2013