



Learn, Serve, Shine  
**Crockham Hill C E Primary School**

## **Anti-Bullying Policy**

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Non-Statutory
<b>Review Period:</b>	Annual Cycle
<b>Reviewed:</b>	January 2017
<b>Next Review:</b>	January 2018

In our school children have the right to feel welcome, safe and happy. Bullying of any kind will not be tolerated in this school between adults or between adults and children or by children on other children. It is everyone's responsibility to prevent it from happening and to deal effectively with it if it does happen. The effective challenging of bullying will enable all children to make the most of the learning opportunities available within the school and enable them to develop appropriate ways of behaving with others both at school and in the wider world.

Bullying can seriously damage a person's confidence and happiness and impact on their peers and the community. By promoting a non-bullying ethos and self-esteem, our pupils are less likely to display other anti-social behaviours or misuse their power in adulthood.

Bullying can happen to anyone and we aim to tackle all bullying, including bullying related to race, religion or culture, learning difficulties and/or disabilities, appearance or health conditions, sexual orientation (homophobic bullying) or sexist and home circumstances.

At Crockham Hill C.E. Primary School we take a proactive stance to prevent bullying. We will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

We are a **TELLING** school. This means that **anyone** who knows bullying is happening is expected to tell someone.

This includes:

Teachers  
Teaching Assistants  
Midday Supervisors  
School Administration staff  
Friends  
Governors  
Parents/carers

Putting a note in the red box (Anyone can leave a note for the headteacher. Children need to know this might not remain confidential/a 'secret' but it is a means of asking for help and support.) **Term 5 - Use of box to be discussed with children**

## **Aims**

- We aim to prevent bullying at Crockham Hill C. E. Primary School.
- We will discuss, monitor and review our policy on a regular basis.
- We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, to increase understanding for bullied pupils so that bullying behaviour stops and to help build an anti-bullying ethos in the school.
- We aim to ensure that play facilities provide an interesting and stimulating environment for pupils including quiet seating areas and that these are well supervised.
- We aim to support all staff to promote positive relationships and identify and tackle bullying Appropriately.
- We aim to report back to parents regarding concerns and to deal promptly with complaints.
- We aim to work with parents in upholding the school policy.

## **What is bullying?**

Bullying is deliberately hurtful behaviour and is usually repeated over time. It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and in adults.

We define bullying as '*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.*'

Bullying can take many forms:

- Exclusion from groups
- Spreading hurtful and untruthful rumours
- Taunting and/or mocking
- Offensive graffiti
- Offensive comments
- Name-calling
- Hitting and/or kicking
- Taking belongings
- Intimidation
- Threatening text messages or electronic messages by phone, text, Instant Messenger, through web-sites and social networking sites, or sending offensive images by phone or via the internet (cyber bullying)

## **What isn't bullying?**

The inappropriate behaviours listed above are not always bullying and is not always unprovoked.

- Bullying isn't:
  - Falling out with people
  - Short term arguments
  - A fight or a quarrel between children of equal power or strength
  - Friends breaking up
  - Occasional teasing

## **What to look for**

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs.

Early signs and symptoms may include:

- deterioration of work
- withdrawn, anxious or lacking in confidence
- feels ill in the morning or is unwilling to go to school
- remains isolated or always wants to be with adults
- starts bullying other children or siblings

- erratic attendance
- becomes aggressive, disruptive or unreasonable
- late arrivals
- bed wetting and/or nightmares
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing or damaged possessions
- repeated use of the Friendship bench

These signs and symptoms can also indicate other problems but bullying should always be considered and investigated further.

### **How to deal with incidents**

The incident flow chart (see appendix 1) describes the series of actions to be followed in our school. When dealing with children a restorative justice approach should be adopted by all adults in the school. This approach is a 'problem solving' approach. All serious incidents should be reported immediately to the Headteacher.

### **The Restorative Approach**

The adult aims to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils aims to find out whether their solution has been effective or not.

### **All staff should:**

- Investigate every allegation of unhappiness from a child. It may be bullying.
- Ensure pupils are well supervised at playtimes and lunchtimes.
- Ensure that secluded areas such as toilets, corridors and doorways are observed as well as the playground.
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Monitor the use of the Friendship bench and have a conversation with children sitting on it.
- Encourage children to use the play equipment and quiet areas around the school.

All staff should be aware of the impact of bullying and the need to prevent and respond to bullying effectively. All staff should ensure that they feel confident in following the school's approach and seek support from the Headteacher if required.

### **Curriculum**

The curriculum will be used to increase children's awareness of bullying and to support children in developing strategies to combat it. Discussion, role play activities and circle time will be used to explore issues related to bullying. These should be used to help all children develop the confidence to deal with bullying whether it happens to them or they observe it happening to someone else.

Information about external assistance is provided in school using Childline posters that are prominently displayed around the school in several locations.

### **Pupils**

Pupils will have the opportunity to contribute their views on bullying within the school, through class based activities and/or online surveys annually as a minimum. Pupils will be encouraged to express their worries and anxieties through class council, PSHE sessions, reporting to staff and use of the red box in the corridor outside the library. Pupils will always receive feedback about actions taken and will always be reviewed for

the effectiveness of any actions. **Term 5 - Use of box to be discussed with children.**

### **Parents**

Parents are asked to be vigilant for any signs and symptoms of possible bullying exhibited by their child. In the event of any concerns or any reports from a child about bullying, parents are expected to contact the school immediately and speak to class teacher, or the Headteacher in the event of a serious incident.

The school will work together with parents to develop a programme that enables parents to feel confident about the safety of their child, provides guidance on how they can support their child at home and provides clear information about the actions to be taken by the school and how and when feedback will be provided.

In the case of repeated or serious bullying, parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken and regular feedback on progress. Involvement of parents at an early stage is essential. In the case of physical bullying, the family of the bullied pupil has the right to involve the police in charging the bullying pupil(s) with assault.

In some cases the involvement of an outside agency, such as the behaviour support service, may be considered. Parents will be kept informed at all stages and their permission gained for referral to any outside agency.

The school complaints policy will be available through the school website and from the school office.

### **Monitoring**

Incidents of poor behavior are entered onto the electronic Behaviour log by staff. First Aid incidents will record name of child inflicting the injury if appropriate. This will be reviewed so that that repeat incidents can be picked up. All confirmed incidents of bullying behaviour will be recorded as such. These records should be notified to the Headteacher who will ensure that an overview is kept of the frequency of bullying in the school and of all incidents involving individual or groups of children so that any patterns are identified.

The school will aim to take part in the annual anti-bullying survey undertaken by KCC online each year and use the results to inform any changes in its policy or practice.

School governors, through the Teaching and Learning Team will monitor and review this policy. The Headteacher will include any incidents of bullying confidentially within her Headteacher's report to governors.

Named Governor: Mrs Sue Cash  
Named staff member : Jayne Ingman

### **Links**

This policy should be seen as part of the school behaviour policy and works alongside policies such as safeguarding, PSHE & Citizenship, the Social, Moral, Spiritual and Cultural policy, the school's complaints policy, confidentiality policy, equality scheme, racial incidents policy and practices and the e-safety policy.

### **Equality at Crockham Hill CE Primary School**

The Governing Body of Crockham Hill CE Primary School is fully committed to fulfilling its duties under the Equality Act 2010:

- i) to publish information to demonstrate how it is complying with the Public Sector Equality Duty.
- ii) to prepare and publish equality objectives.

The school works to eliminate discrimination, harassment and victimisation of a pupil or potential pupil in relation to: admissions; the way it provides education for pupils; the way it provides pupils access to any

benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment. When making decisions relating to policy the Governing Body considers the impact it may have on the pupils.

The school works to advance equality of opportunity for all and foster good relationships between all individuals. We are committed to tackling prejudice and promoting understanding.

It will be reviewed at least annually and in the light of any changing circumstances.

## **REFERENCE**

The key references used in reviewing this policy are the KCC 2010 model policy, KCC "Towards 2010 targets" and DfEs "Preventing and Tackling Bullying" (2011)

# INCIDENT FLOW CHART

