St. Christopher's The Hall School

STATEMENT OF ANTI- BULLYING POLICY

At St. Christopher's we believe we should all work together to ensure every pupil, parent and member of staff, including governors, understands our bullying policy, and implements it effectively. We believe we should all help build a caring school where we all say, know and understand that any form of bullying is unacceptable. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively. We, including input from the school council, will review and evaluate our policy fully every year with recommendations from:-

Preventing and tackling bullying – D of E March 2014
Anti Bullying Strategy 2014- Kent County Council
Anti Bullying Guidelines – Durham County Council
New Perspectives on Bullying – Cowie and Jennifer - 2008 – OUP
The Equality Act 2010
Cyberbullying: advice for headteachers and school staff" and "Advice for parents and carers on cyberbullying" November 2014
Keeping Children safe in Education (KCSIE) September 2016

This policy is to be read in conjunction with our Safeguarding and child protection policy, e-safety policy and behavior policy.

Created - Summer 2010.
Latest Reviewed - Lent 2017
Next review – Summer 2018

Our Aims - *To ensure our belief that all pupils should:-*

- feel safe and happy at St. Christopher's
- have high self-esteem
- be self confident
- achieve their potential - socially and academically
- understand that all bullying will be challenged
- be supported if they are bullied
- tell an appropriate person if they are being bullied

Staff will endeavour to:-
- educate the perpetrator to appreciate the seriousness of the action and not to re-offend.
- make it clearly understood by all members of the school community that bullying will not be tolerated at St. Christopher's.
- prevent, as far as is possible, bullying taking place
- respond effectively to particular incidents
- raise awareness about bullying behaviour, challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school, through staff training and the curriculum.

The St. Christopher's policy has four main stages:-

1. **Awareness raising and consultation:**
   This includes input from all staff to re-enforce good practice

2. **Implementation:**
   Clarity and consistency is required here so that staff know what to do when an incident is reported. Assemblies, Circle Time and role plays may assist.

3. **Monitoring:**
   The Deputy Headmaster will identify progress, check any records termly and remind staff of expectations on a regular basis. The governor nominated for overseeing safeguarding arrangements in our School will check all records with the Deputy Headmaster at least once a year, at agreed times.

4. **Evaluation:-**

Gain feedback from governors, staff, parents and pupils at least yearly. This policy is reviewed annually. The views of pupils, parents and staff will be taken into consideration when reviewing annually to ascertain their views and improve the policy and in particular to identify any:-
- unsafe places;
- trends in bullying which need to be specifically looked at;
- particular forms of sanctions that would prove to be effective.

Our senior members of the school council are involved in reviewing this policy and countersigning it after contributing pupils' views.

Definition
At. St. Christopher's we define bullying to be:-

- intentional disregard for the feelings of others and deliberately hurtful behaviour.
- negative behaviour causing stress
- persistent or repeated incidences of the above. There is a difference between the premeditation of cruel words or violent actions and a spontaneous outburst. For this reason, bullying can be defined as the repeated behaviour by individuals or groups.
- behaviour causing suffering in a victim.

Bullying can take a number of forms:

- Emotional: being unfriendly, excluding, tormenting, making threatening gestures.
- Physical; pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexist: sexual harassment in any form is bullying.
- Homophobic: reference to, or focusing on, the issue of sexual orientation.
- Transphobic references to, or focusing on gender reassignment
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: involving the internet, email, text messaging, social websites, chat rooms and mobile phone calls. Misuse of camera and video facilities. (Deputy Head has DFE guidance document: Cyber bullying); refer to our e-safety policy and Acceptable Usage Agreements for staff and pupils.
- Disability: exploiting a person's disability to harm or upset them.

We identify General Headings

Physical	**Verbal/written**
Pushing	Teasing
Pinching	Name calling
Punching	Exclusion from group
Taking possessions	Bullying because of race, gender, sexual orientation, gender identity or disability.
	Bullying by text, mobile phone and cyber.

Silent
boycott, isolation
rude gestures
a certain look or gesture intended as threat or insult (more subtle forms of bullying)

We note the following to further assist staff identify and recognise incidents when they occur.

Signs/Symptoms which may be seen in a victim/sufferer of Bullying

- Introverted behaviour
- Unhappiness
- Low standard of work
- Complaints about other children from parents
- Attention seeking
- Reluctance to
   a) come to school or
   b) go out to play
- Low or short concentration span
- Generally uncharacteristic behaviour in a child or a change in their normal behavioural pattern.
- Unexplained bruises or scratches
- Lost belongings
- Become isolated at school
- Become distressed or change in eating
- Bedwetting

Who are the victims?   Any child can be bullied. However, there are certain risk factors which make the experience of bullying more likely. These include:-

- Lacking close friends at school, lacking social skills
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect from the majority
- Having special physical or educational needs
- Being a 'provocative victim' – a child who behaves inappropriately with others.

Prevention and Consequences

BULLYING BEHAVIOUR MUST STOP

To deal with episodes that we identify as bullying we aim to:-

- raise awareness among the staff and the parents/guardians of those involved

- put on a Report Book those instigating 'the bullying' for a minimum of two weeks, in which his/her behaviour in the classroom and on the playground during each school day will be closely monitored. We are also committed to working with 'those instigating' to modify their behaviour, as we are committed to working with the 'whole' child.

- encourage those children being bullied and those witnessing bullying to come forward to their teacher or any other adult employed by the school in the capacity of 'pastor' when instances or repeated instances of bullying occur. The school must protect these children when bullying has been identified.

- inform the parents of those instigating of the nature and purpose of the Report Book, and to support and liaise with these parents so that all parties are working to the eradication of the problem.

- monitor use of internet and email

- encourage discussion in assembly, circle time and PSHE lessons; use these times to educate children about all forms of bullying, including cyber-bullying, and link them to general forms of harassment described in the Equality Act 2010 (direct and indirect discrimination, victimisation, especially as regards people with protected characteristics)

How pupils themselves can prevent bullying from occurring, or reaching a serious stage:
- tell an adult you trust;
- get your friends together and say "No" to the bully;
- if you know that another pupil is being bullied, tell one of the School's staff;
- stay with groups of people, even if they are not your friends - there is safety in numbers;
- avoid being alone in places where bullying happens.
- try to ignore the bullying;
- try not to show you are upset, which is difficult;
- try being assertive. Shout "NO" loudly. Practise in front of a mirror;
- talk quickly and confidently, even if you don't feel that way inside. Practise!
- if you are in danger, get away;
- do not fight to keep possessions;
- do not fight back - it may make it worse (if you decide to fight back, talk to an teacher first);
- tell yourself that you don't deserve to be bullied;
- if you are different in some way, be proud of it! It is good to be an individual.

How pupils can report a bullying incident:
- Tell your class teacher or any other teacher
- Tell your Deputy Headmaster or Headmaster, one of the Admin reception staff or another adult member of staff
- Tell your parents/guardian

- If, for any reason, you are not able to "Tell" any of the above, then they should Tell someone outside the school like Childline: 0800 1111 (24 hours a day) or Kidscape: 020 7730 3300 (Monday to Friday: 10a.m. to 4p.m.);

In the above, "Tell" will mean, speak to the person or write a note for the person. They may even write a note and put it in the suggestion box which is situated in the Reception Office.

IN SERIOUS CASES, SUSPENSION OR EXCLUSION <u>WILL</u> BE CONSIDERED

See Bullying procedure flowchart below.

5 KEY POINTS TO BE NOTED BY STAFF:-

- never ignore suspected bullying
- make it easy for bullying to be reported
- don't make premature assumptions
- listen carefully to all accounts
- adopt a problem solving approach which moves pupils on from justifying themselves.
- record bulling incidents very carefully
- follow up repeatedly, checking bullying has not resumed.

Responses:
The most effective way of dealing with bullying is to create an atmosphere in which it cannot flourish. Bullying can be brought to the attention of staff either by the victim(s), their friend(s) or other interested people. The response should involve corrective action and supportive action both for the victim and the bully. Investigations of the reported bullying should have a high priority, but discretion is important. The children should know that there is always somebody ready to listen and to provide immediate support.

Sanctions
Any sanctions used in bullying incidents will be consistent with the School's behaviour policy. Sanctions have three main purposes:
- To impress on perpetrators that their actions are unacceptable
- To deter him/ her from repeating the behaviour
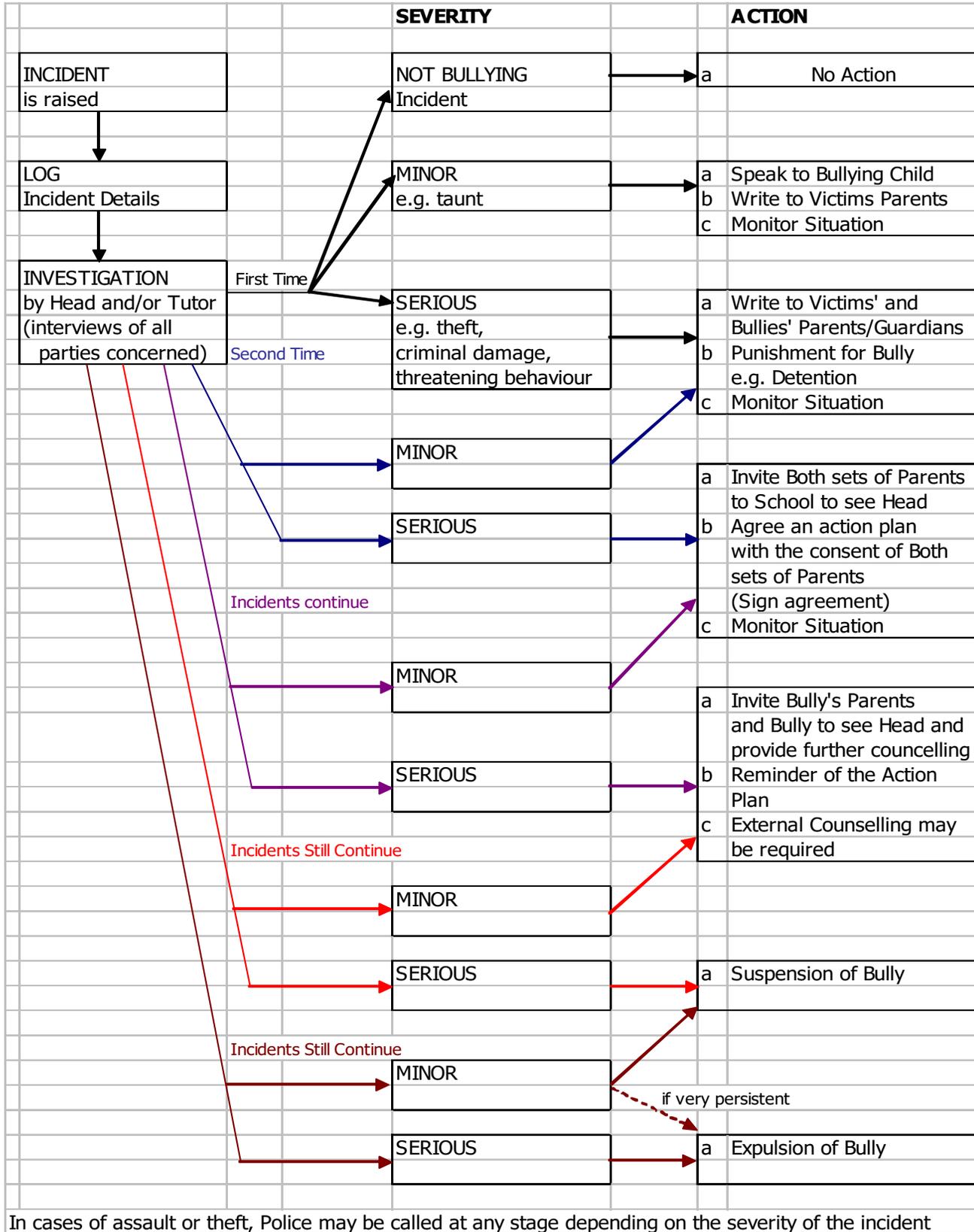- To signal to other pupils that the behaviour is unacceptable

Sanctions will vary according to the severity of the incident, and the previous behaviour of the pupil or pupils involved. Sanctions can range from reprimands or serious talks, temporary removal from class, withdrawal of privileges and rewards, detentions and punishment (e.g. litter picking/school clean-ups), through to fixed period and permanent exclusion.

The School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and take into account the needs of vulnerable pupils.

Good Practices from other schools
Some good practices from other schools have been written in Appendix A. The Headteacher may consider using these.

Bullying procedure flowchart

		SEVERITY		ACTION	
INCIDENT is raised		NOT BULLYING Incident		a	No Action
LOG Incident Details		MINOR e.g. taunt		a b c	Speak to Bullying Child Write to Victims Parents Monitor Situation
INVESTIGATION by Head and/or Tutor (interviews of all parties concerned)	First Time	SERIOUS e.g. theft, criminal damage, threatening behaviour		a b c	Write to Victims' and Bullies' Parents/Guardians Punishment for Bully e.g. Detention Monitor Situation
	Second Time	MINOR			
		SERIOUS		a b c	Invite Both sets of Parents to School to see Head Agree an action plan with the consent of Both sets of Parents (Sign agreement) Monitor Situation
	Incidents continue	MINOR			
		SERIOUS		a b c	Invite Bully's Parents and Bully to see Head and provide further councelling Reminder of the Action Plan External Counselling may be required
	Incidents Still Continue	MINOR			
		SERIOUS		a	Suspension of Bully
	Incidents Still Continue	MINOR			if very persistent
		SERIOUS		a	Expulsion of Bully

In cases of assault or theft, Police may be called at any stage depending on the severity of the incident

APPENDIX A - GOOD PRACTICES FROM OTHER SCHOOLS

These Good Practices are excerpts taken from 'Tackling bullying in schools A survey of effective practice' from Estyn HMI for Education and Training in Wales.

A North Wales primary school

In keeping with many others, this school, a large primary school in North West Wales has developed a system of playground 'buddies' or 'ffrindau ffeind' ('kind friends') to help ensure that playtimes are happy times for all pupils. The idea developed from the Welsh Assembly Government 'Healthy Schools' initiative. The school council liked the notion of the 'buddy' system, but felt the title 'kind friends' was more appropriate to the culture of the school.

A Cardiff junior school

The co-ordinator has prepared a lesson-ideas file for each year group together with resource boxes. The files are a compilation of ideas from PSE courses and material from publishers. Each class, during the year, studies a fiction book on the theme of bullying. PSHE lessons and assemblies regularly celebrate differences in relation to disabilities, minority groups, and religions. The local police liaison officer talks to Years 3 and 6 about bullying. The focus for the current Year 6 talk is internet and text bullying because there have been instances of this outside the school. Theatre company workshops have also highlighted the problem of bullying. Each class has a 'circle time' session every Thursday where pupils can talk openly and safely about any issue that is causing them concern. These issues of concern are taken to the school council. The school also raises money for charities - recently the school raised £800 for the Pakistani earthquake appeal (many families in the school have relatives there). This helps to promote the importance of caring for others.

Our school

We have a dedicated assembly at the start of Anti-Bullying week. Form teachers follow this up in PSHE lessons and dedicate time to dealing with such issues as a matter of course over the academic year. In a previous exercise, the School Council has identified places around the school where they feel safe and those where they feel that they are not so happy about. A future project will be for them to present information on bullying for various audiences (young children; KS2 pupils; parents) using various media: PowerPoint; case studies; and create information for the school website.