

Blakeney Primary School
Pillowell Primary School
Walmore Hill Primary School
Anti-Bullying Policy

Date of Ratification:		<p>Signed:</p> <p style="text-align: right;">Brett Stevenson (HEAD TEACHER)</p> <p style="text-align: right;">Stephen McMillan (CHAIR OF GOVERNORS)</p> <p style="text-align: right;">John Henry (CHAIR OF GOVERNORS)</p>
Review date:		<p>Signed:</p> <p style="text-align: right;">Brett Stevenson (HEAD TEACHER)</p> <p style="text-align: right;">Stephen McMillan (CHAIR OF GOVERNORS)</p> <p style="text-align: right;">John Henry (CHAIR OF GOVERNORS)</p>
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Blakeney, Pillowell and Walmore Hill schools are known as The Partnership, for the purpose of this document

Safeguarding Statement

At The Partnership we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our schools. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

What is Bullying?

DFE guidance (2012) defines bullying as “*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*”. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is a difference between bullying and the ‘falling out’ that both children and adults can experience, where friendships are soon restored. Bullying is the systematic and persistent use of aggression with the intention of hurting another person.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of or focussing on the issue of sexuality
- Verbal- name-calling, sarcasm, spreading rumours, teasing

Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

Prevention

The systems in school encourage appropriate behaviour and this is supported in our Personal Social Health Citizenship Education (PSHCE) and Social & Emotional Aspects of Learning (SEAL) delivery. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively.

The Role of Governors

The Governing Body supports Brett Stevenson (Head Teacher) and the Senior Leadership / Management teams in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is;
- All governors, teaching/ non-teaching staff and volunteers will know what the school policy is on bullying, and follow it when bullying is reported;
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises;
- That as a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying in any shape or form is not tolerated.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Staff in school should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide
- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned to say what's wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low key manner to avoid further distress. This may be:

- Face to face talks; our schools encourage children to talk to each other regarding cause and consequence. This follows a theme of Restorative Justice, when a perpetrator discusses his/her actions with their victim. This is based on 4 key features

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing the skills within our school community so that our pupils and staff have necessary skills to identify solutions that repair harm and ensure behaviours

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

- Taken as a theme in a class PSHCE / SEAL discussion if the bullied child is more at ease with this.

Should other incidents occur, the following procedure will be used progressively to address the problem:

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible exclusion of the perpetrator.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported.
6. Attempts will be made to help the perpetrator/s change their behaviour.

Please refer to School's Anti-bullying Protocol *appendix 1*

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

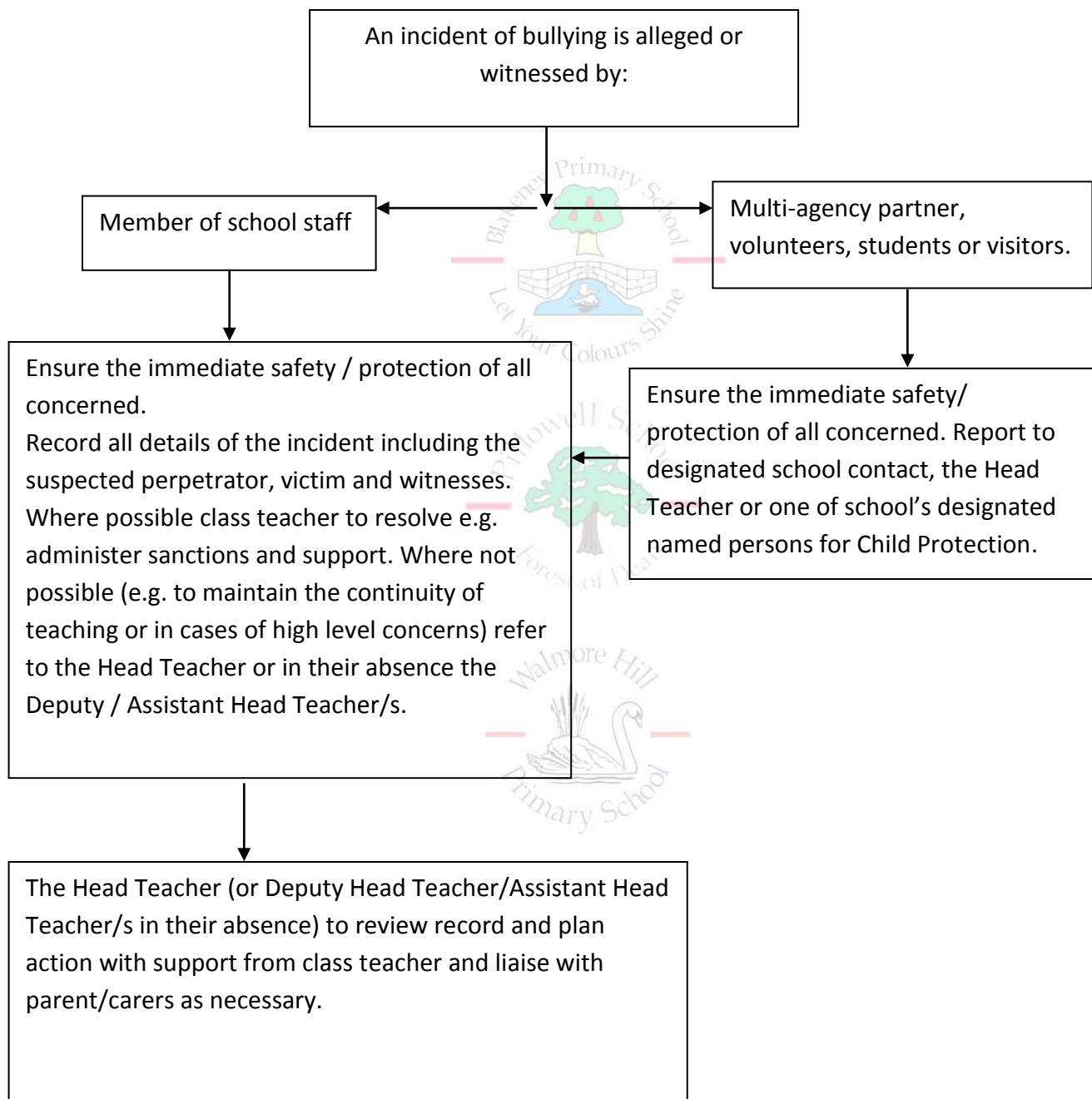
Recording of Bullying See *appendix 2*

All incidents of bullying will be recorded. These may be shared with other professionals and outside agencies. Once a parent / carer is contacted, they will also be entitled to have a copy.



Blakeney, Pillowell & Walmore Hill Primary Schools

ANTI-BULLYING PROTOCOL



Appendix 2

Recording Bullying Behaviour

1. Name of Pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report
(tick relevant box(es)) *

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	
Volunteer	

4. Location of incidents (tick relevant
box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es))*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

- **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.