



Compton CE Primary School Anti Bullying Policy

Adopted by the governors on: June 2010

Reviewed June 2013

Updated & Reviewed December 2017

At Compton CE Primary School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

Anti bullying Statement

This policy should be read in conjunction with the following:

- Behaviour Policy
- Equal Opportunities Policy
- Inclusion Policy
- Attendance Policy
- Special Education Needs Policy

Compton CE Primary School recognises that all pupils whatever their creed, ethnicity/race, sexual orientation or academic ability have the right to feel safe and secure when they come to school. We recognise that when children feel safe and secure they will have the freedom to learn and will be more able to thrive, develop and make the most of the opportunities offered. Everyone in the school community has the right to feel free from any threat of bullying or harassment. Pupils should also feel safe when reporting incidents to members of staff without fear or reprisals. It is necessary that we at Compton CE Primary School operate the anti bullying policy proactively, fairly and consistently to all pupils.

Aims

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- To ensure our procedures provide support for the victims of bullying.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and realise their learning potential.
- This policy aims to produce a consistent school response to any bullying incidents that may occur and ensure all staff are proactive in identifying and responding to bullying incidents
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school
- To outline our anti bullying measures and the way we educate children about bullying behaviour to enable victims to respond appropriately and potential bullies to change their behaviour for the better.
- To ensure our procedures give children who have bullied an opportunity to modify their behaviour for the better.

What is bullying?

There are a great many definitions of what constitutes bullying and bullying behaviour. Most definitions consider it as being repeated words or actions, which are aimed at causing another to feel frightened, miserable or helpless. All bullying and bullying behaviour has the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- It is difficult for the target of the bully or bullying behaviours for them to defend themselves against the negative behaviour.

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

Bullying or bullying behaviour can be divided into the following:

Physical

Assault, pushing, shoving, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

Verbal

Racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate.

Written

Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.

Interference with another individual

Theft, extortion, vandalism, defacing or property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Psychological pressure – silent bullying

Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

Cyber bullying

Cyber bullying would include emailing, texting and using social networks or other digital means to attack an individual, spread rumours and falsehoods or deface and corrupt their online presence/work. This list is not exhaustive and changes as digital technologies evolve.

Racist bullying

Name calling, incitement, making comments about a person's country or culture or appearance, commenting on parents, spreading rumours.

Homophobic bullying

Name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends, spreading rumours.

Subtle bullying

Looking at a person in a particular way, spreading rumours.

Incitement of others

To become involved e.g. by blackmailing, excluding, or threatening behaviours.

Many of the above bullying behaviours in the school context are defined as bullying, however these may be defined in the wider context of the law as being threatening behaviour, criminal damage, theft, assault, sexual and racial harassment. It is the right of parents and pupils in these cases to contact the police.

It must also be remembered that bullying does not always happen between peer groups but can happen:

- adult to adult;
- young person to young person;
- adult to young person;
- young person to adult.

Signs of bullying

How to spot bullying incidents at school

- Sudden changes in behaviour or demeanour of pupils near to others

- Sudden gatherings or flows of pupils in one or two directions
- Sudden dispersal of groups of pupils when staff approach
- Untidy clothes
- Increased evidence of heightened tensions e.g. pupils look cagey, are embarrassed, shout, make poor eye contact and are wary of staff
- The pupil regularly arrives early/late at school or to the lesson
- The pupil makes excuses not to go to certain areas or classes
- Attendance is poor. May follow a specific pattern throughout the week.
- Delay in the pupil leaving the lesson, offering to do odd jobs etc.
- The pupil may hang around the staff room door or other safe places at breaktimes.
- The pupil's attitude to school/ lesson/teachers/staff may change.
- The pupil may truant.

Much bullying can be performed in very subtle ways and those who exhibit bullying behaviours are frequently adept at changing the emphasis of a situation when a member of staff approaches. Some young people who bully are socially highly skilled and popular and may not know that their behaviour is that of a bullying nature. These situations are exacerbated by the fact that many young people being bullied believe that it is their fault and become very fearful of speaking to members of staff or other adults.

Pupils' rights in conjunction with bullying

Pupils have the right to:

- be able to tell a teacher about any incident of bullying without fear or being regarded as a tell-tale
- know that all complaints will be treated seriously and acted upon in accordance with the practices agreed on by the whole school community
- feel protected against the bully and their intentions
- feel safe and secure
- be able to walk around the school site without fear of anything or any person
- expect politeness from others
- be respected by others whatever their race, colour, creed or sexual orientation
- not to be picked on or ignored by teachers

Compton CE Primary School will act promptly whenever an incident of bullying is reported and records of all incidents of bullying for a limited period of time.

We will act and reserve the right to impose sanctions for bullying whether it has taken place inside or **outside of the school premises and day**. This would be particularly pertinent to bullying that takes place in shared play areas or online – cyber bullying.

Preventative and proactive strategies to combat bullying

Compton CE Primary School will develop our community's awareness of bullying issues by:

- staff meetings
- information to parents/carers and pupils
- staff manual
- induction procedures for new staff
- Inset
- Worship
- anti-bullying materials being used in PHSE/Citizenship
- curriculum activities
- circle time
- P4C

Through these activities we would expect that:

- All pupils at Compton CE Primary School will understand what to do if they witness a bullying incident or are a victim of bullying.
- Children learn about bullying behaviour to enable them to avoid becoming a victim or a bully.
- Staff will be vigilant as to possible bullying situations developing and respond appropriately.
- Staff will ensure that they provide good role models for pupils in their everyday engagement with staff and pupils.

Roles and Responsibilities

The Role of Governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher will maintain a record of all bullying incidents and will follow these up to ensure the behaviour is not being repeated.
- The headteacher will follow up incidents of bullying to ensure the victim has been appropriately supported and is integrated happily back into

school life.

- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments.
- The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- If a child is repeatedly involved in bullying other children, the Head Teacher is informed and, if appropriate, the child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may need to contact external support agencies and consider temporary or permanent exclusion.

The Role of our Staff

- Teachers/staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Classroom staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- Staff will report all incidents of bullying to the headteacher using our Bullying Incident Form. (Copy at end of this policy).
- If adults witness an act of bullying, they do **all they can to support the child who is being bullied**. Measures would include:
 - Immediate intervention to address the situation
 - After consultation with the Head Teacher, the class teacher informs the child's parents.
 - Working with parents/carers to ensure our measures are having a positive impact on the victim's well being. If necessary, following this up over a period of time.
 - Counselling and support for the victim of the bullying through the peer support group approach.
 - Involvement of our Pastoral Support Leader to guide and facilitate friendship groupings.
 - Clear sanctions for the child who has been carrying out the bullying.
- Staff must ensure that ample time and effort is spent on supporting the victim and enabling them to integrate happily back into our school community. Staff should check at regular later intervals to ensure this is the case and be alert to any future incidents that could impact on the victim's well being.
- We spend time talking to the child who has bullied: we explain why their actions were wrong, and we endeavour to help the child change their behaviour in future. We will try to help the child change their behaviour but will make it very clear in strong terms that bullying is wrong and will not be tolerated in our school. In these discussions we use the emotional intelligence cycle of admission and reflection of feelings of all participants and onlookers. The Behaviour Report should also be used when appropriate.
- It is expected that a child who has bullied should spend their own time – i.e. breaks and lunchtimes – to complete Behaviour Reports and discuss their actions. They must be in no doubt that what they have done is wrong, will not be tolerated and results in sanctions.
- If a child is repeatedly involved in bullying other children, the Head Teacher is informed and, if appropriate, the child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may need to contact external support agencies and consider temporary or permanent exclusion.

Incident Reporting of Bullying

We take all forms of bullying seriously **whether it has taken place on or off the school premises in or out of school hours.** Indeed we have legal duty to follow up bullying that has taken place outside of school and thus reserve the right to investigate and impose sanctions in school for bullying.

We would expect the parents/carers of the perpetrator(s) to support the school in their actions and sanctions but if this cooperation is not forthcoming we reserve the right to address the issue in school.

Dealing with Reported Incidents of Bullying

At Compton CE Primary School we adhere to 5 key points

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts
- adopt a problem solving approach to help both victim and the child who has bullied
- follow up repeatedly, checking bullying has not resumed

If a child has been bullying the action followed will depend on the severity of the incident. Some incidents are reported directly to the headteacher, depending on the level of seriousness the headteacher will either ask the class teacher or team/key stage leader to investigate and deal with the incident, or, the headteacher will investigate and address the incident directly.

In all cases, bullying incidents must be reported to the headteacher using the Bullying Incident Form.

However, a hierarchy of sanctions will be followed which are set out below. Depending on the severity of the incident

We will:

- Ensure the victim of bullying is fully supported – see 'Role of our Staff'
- Talk to the child who has bullied about their actions and their negative impact and warn them not to do it again. We will try to help the child change their behaviour but will make it very clear in strong terms that bullying is wrong and will not be tolerated in our school.
- We will use the Emotional Intelligence Cycle as a framework for this discussion and if appropriate require the child/children to complete a Behaviour Report.
- The child may have to lose playtime(s) to complete the report.
- If we perceive the bullying revolves around peer group dynamics we will involve our Pastoral Support Leader who will work with the children over playtimes to help them address their relationships to make them positive for all involved.

Then

If it is serious or the child has repeated the behaviour after being warned we will involve the parents. The child who has bullied will lose playtimes and will be required to spend this time on reflective activities around their behaviour.

Then

If bullying continues, parents/carers will be invited into school to discuss the incidents.
Then Parents will be invited again to review progress and/or to for a final warning before exclusion.

Then

The headteacher may make the decision to exclude the child immediately. The parents then have a right of appeal to the Governing Body and local authority

Involving Parents

Parental support is one of the keys to the success of our Anti Bullying Policy.
We aim to consult and communicate with parents on a regular basis.

What should parents do if they feel their child is being bullied?

Any parent/carer contacting the school with a particular concern will always be taken seriously.
The first point of contact for the parent is the child's class teacher.

Class teacher will:

- Recognise that the parent/carer may be angry or upset
- Keep an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred, conversely, an allegation of bullying may be a more complex situation involving peer group relationships.
- Ascertain facts regarding the length of time and number of incidents being reported; be prepared to challenge allegations of bullying that only involve one off incidents.
- Remain calm and understanding
- Make it clear that the school does care and that appropriate action will be taken
- Explain the agreed school procedures and policy and ensure these are followed.
- Investigate the incident and address as appropriate, or, for more serious incidents, refer to team/key stage leader or headteacher.
- Report the incident and outcome to the headteacher so it may be recorded.

- o Arrange follow up communication with the parent/carer to monitor impact of our procedures to ensure their child’s future positive well being.

If a parent doesn’t feel that the situation has been dealt with adequately by the class teacher then the next stage of the complaints procedure is to contact the Headteacher

Monitoring and Evaluation

Compton CE Primary School will monitor and review the anti-bullying policy in consultations with the:

- Headteacher
- Parent Governors
- All staff including: -
 - o MTA’s
 - o TA’s
 - o Support staff
 - o Teachers
- Representative groups of pupils via the involvement of the School Council
- Parental involvement

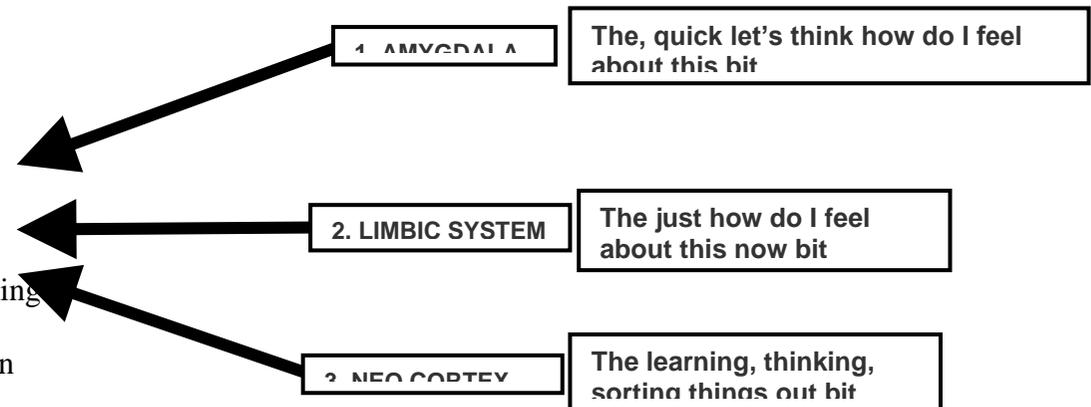
This policy will be reviewed annually by the governors and appropriate changes will be made where necessary.

Appendix One – The Emotional Intelligence Cycle

We are all emotional beings – a large part of our brains are concerned with emotion and this impacts on our ‘rational’ processing of information and situations. Children’s brains will be less emotionally developed and will be more prone to rash decisions based on emotion.

How we process information

- o Information is emotionally tagged by the amygdala as it enters the brain, positive/negative, strong/weak
- o Then it is processed by the limbic system, a more sophisticated emotional processing area.
- o Only then does it pass to the neocortex for more rational processing
- o There are considerably more neuronal connections feeding the neocortex from the limbic system than vice versa, so emotion can



influence action and thought more strongly than ‘rational thought’ can quell emotion.

Revisiting situations – how the emotions are affected

Recounting an event will often invoke the same emotions that appeared at the time, it won’t change them so children will not see the error of their actions.

Reframing an event, being made to consider it from other points of view, other people's emotions, is more likely to lead to change.

Analysing events, emotions evoked and the outcome, pleasant or unpleasant? Is more likely to prompt change in behaviour.

How this impacts on how we deal with a child who has behaved wrongly

- A child who has behaved wrongly may not have reflected on their actions and how they impact upon others.
- Being cross and aggressive with the child may have a short term positive outcome, but the child is then likely to feel they are the ‘victim,’ it’s not fair. They are likely to reflect on what has happened to them rather than what they have made happen to others. This is because they have only had the opportunity to **recount** the event and had that addressed.
- For a child to properly understand their behaviour they need to have the opportunity to **reframe** and **analyse**.

To do this we can use the following emotional intelligence cycle in our discussions and within a behaviour report.

- Admission and responsibility – What have you done?
- Impact on self – How did you feel when you did that?
- Impact on others – How do you think (the victim) felt when you did that?
- Views of peers – What do you think people watching you would think about what you did?
- Views of significant others – How do you think mum and dad will feel about what you did?
- Reflection – Looking at all those feelings, was it worth it? Was it the right thing to do?
- Opportunity to change – Now you’ve explored how this has happened, what would you do the next time to make a different and better choice?

Remember, as you do this:

- Focus on positive behaviour – focussing on negative behaviour will only exaggerate it.
- Attack the behaviour – not the child... **i.e.!** *Think before YOU speak – be emotionally literate!*
- The child is not the problem – the behaviour is. Don’t label people

This process is even more important with a child who has bullied since it is important that they do not end up feeling they are a ‘victim’ of unjust punishment. They must suffer sanctions and be told firmly that their behaviour is unacceptable, but they must also have the opportunity to understand the impact they have had on others, what others think of their behaviour and be given the opportunity to change for the better.

How this impacts on the victim of bullying?

Bullying by its nature usually takes place over a period of time. Sometimes it can be incremental. During this time the victim's emotional thinking will be assaulted. They may well feel it is their fault. They may be afraid to report bullying as they fear the repercussions from others in the peer group more than the bullying itself.

By the time bullying has been reported the negative emotional processes have been wired into the brain's response. Their negative emotional state has been 'learnt' and can be triggered by very small actions on the part of the bully. Just a look or a casual word can be enough to make the victim feel unhappy and bullied.

This is exacerbated by the Reticular Activating System (RAS). This is the part of the brain that makes us hypersensitive to issues that have relevance to us. It leaves the brain alert and 'looking' for information. For a victim of bullying this will be a hypersensitivity and alertness to the behaviour of the bully.

The combination of the brain's alertness and the learnt responses of negative emotion means that we must recognise that a victim of bullying is in a very fragile emotional state. They will need time to build up confidence. We must support them by:

- Ensuring contact with the bully is minimised.
- Ensuring the bully understands that they cannot make casual remarks or looks at the victim, that 'normal' interactions are not allowed until the victim has gained in confidence and seeks a renewed acquaintance.
- Giving the victim time to discuss the incidents and encouraging them to frame a more positive future.
- Facilitating the victim in friendships and support that will ensure their well being.
- Encouraging the victim to 'ignore' the bully and focus on the positive. This does **not** mean ignore bullying. But that after the incident has been addressed to encourage the victim to pay attention to the positive relationships and issues in their life and not to what the bully is doing elsewhere. This is to try and break/modify the hypersensitivity to the bully's behaviour.
- Regularly monitor the victim's well being, let them know you are checking so they may benefit from a feeling of protection.

Compton CE Primary School – Bullying Incident Report Form

Date of Report:		
Name of Victim(s):		Year Group(s)
Name of Perpetrators:		Year Group(s)
Length of time bullying has taken place(approx):		
Type of bullying – tick all that apply		
Physical	<input type="checkbox"/>	Written
Verbal	<input type="checkbox"/>	Cyber bullying
Racist bullying	<input type="checkbox"/>	Homophobic bullying
Interference with another individual i.e. Theft, extortion, vandalism, defacing or property, ruling games, blackmail or any other activity designed to intimidate or hurt.	<input type="checkbox"/>	Psychological pressure – silent bullying i.e Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.
Subtle bullying To become involved e.g. by blackmailing, excluding, or threatening behaviours.	<input type="checkbox"/>	Incitement of others Looking at a person in a particular way, swearing at or about a person.

Further Details:

Action taken:

Staff Involved:	
Report completed by:	Date:

