



POWELL CORDEROY PRIMARY SCHOOL

ANTI-BULLYING POLICY

Last reviewed: February 2018

Due for review: February 2019

Owner: Anti-bullying co-ordinator (Inclusion Leader)

Reviewed by: Inclusion Governor

Review Status: Every year

1. Aims

- 1.1. At school we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.
- 1.2. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.
- 1.3. By effectively preventing and tackling bullying, we will help to create safe, disciplined environments where pupils are able to learn and fulfil their potential

2. Policy Development

- 2.1. This policy was formulated in consultation with the whole school community with input from Members of staff, governors, parents/carers, children and young people, and other partners.
- 2.2. Pupils contribute to the development of the policy through the school council. The school council (with the help of a school governor) has developed a child-friendly version which is provided to new families joining the school and which is available in the school entrance hall.
- 2.3. Parents/Carers are encouraged to contribute through the parent council.
- 2.4. This document was reviewed in conjunction with [Preventing and Tackling Bullying \(July 2017\)](#)

3. Roles and Responsibilities

- 3.1. The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.
- 3.2. The Anti-bullying Coordinator in our school is Kate Mitchell (Inclusion Leader). Their responsibilities are:
 - 3.2.1. Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
 - 3.2.2. Implementing the policy and monitoring and assessing its effectiveness in practice
 - 3.2.3. Ensuring evaluation takes place and that this informs policy review
 - 3.2.4. Managing bullying incidents
 - 3.2.5. Managing the reporting and recording of bullying incidents

Agreed by: _____

- 3.2.6. Assessing and coordinating training and support for staff and parents/carers where appropriate
 - 3.2.7. Coordinating strategies for preventing bullying behaviour
 - 3.2.8. Collecting evidence and applying for the Anti-Bullying awards
- 3.3. The nominated Governor with the responsibility for Anti-bullying is the Safeguarding Governor.

4. Definition of Bullying

4.1. 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences,' (Preventing and Tackling Bullying, DfE July 2017.)

4.2. How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying.
- This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. (If the victim might be in danger then intervention is urgently required.)
- Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

4.3. What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or

Agreed by: _____

physically) of others who become the 'bystanders' or 'accessories'.

4.4. Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

4.5. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

4.6. Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

5. Reporting and Responding to Bullying

5.1. Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

5.1.1. Both children and parents should report incidents of bullying to a member of staff, who will use a 'Bullying incident Form' (available from the office) to record the report and pass this to the Anti-Bullying co-coordinator, deputy headteacher or headteacher. Parent may prefer to report an incident in writing, addressed directly to the headteacher.

5.1.2. Staff, volunteers or visitors should report any incidents of bullying by completing a Bullying Incident Form, available from the school office.

5.2. All reported incidents will be taken seriously and investigated.

5.2.1. The headteacher, deputy headteacher or anti-bullying co-ordinator will interview all parties and record events / viewpoints accurately.

5.2.2. Where children are involved, parents of all parties will be informed and invited in for a discussion.

5.2.3. The school will, together with the parties involved, seek to agree an appropriate responses to the situation: This might include:

- Solution-focused resolutions

Agreed by: _____

- A restorative approach
- Circle of friends
- Individual work with victim or perpetrator
- Referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- work in the wider community

6. Recording Bullying

6.1. Incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the headteacher in the school Behaviour Log. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the annual report.

7. Evaluating the Anti-Bullying Policy

7.1. The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

8. Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at Powell Corderoy School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- 8.1. Restorative Approaches used to deal with any incidents (all staff trained)
- 8.2. Teaching SEAL through PSHE lessons, including Anti-bullying Unit.
- 8.3. Annual internet safety (including Cyberbullying) in February
- 8.4. Student voice encouraged through the school council
- 8.5. Parent voice encouraged through the parent council and SEN forum
- 8.6. Peer mediator scheme for infants and juniors
- 8.7. Play leader scheme for infants
- 8.8. Reading Buddying to develop relationships between older/younger children
- 8.9. Parent information events/information
- 8.10. Regular family events such as whole school annual trip, sports day, parent volunteer scheme, etc.
- 8.11. A steering group drawn from all aspects of the school and wider community, including minority groups
- 8.12. Anti-Bullying box in the small pod
- 8.13. Pre-emptive discussions around our values as a school - constant reinforcement of positive behaviours
- 8.14. A robust and clear behaviour policy
- 8.15. Friendship groups aimed at pupils with the propensity to bully or to be bullied run by both the ELSA and the HSLW

Agreed by: _____

- 8.16. Access to young carers, and support charities for anti bullying including the anti bullying alliance
- 8.17. Links with other policies
 - Behaviour Policy
 - Safeguarding Policy
 - Acceptable Use Policy
 - Equalities Policy
 - Inclusion Policy
 - Complaints policy
 - Confidentiality Policy
 - Whistleblowing policy

9. Further Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
<https://www.anti-bullyingalliance.org.uk/>
Surrey CC Guidelines for Developing Ant-Bullying Policy and Practice

Policy approved by: _____ (print name)

On behalf of: _____ (committee or FGB)

Signed: _____

Date: _____

Agreed by: _____