

Charnwood Primary School



Anti-Bullying Policy

May 2016

Reviewed	Date:	May 2016
	By:	Mrs M Abba Teacher
Agreed at the Governor Committee Meeting N/A	Date:	N/A
	Signed by Chair of Committee:	N/A
Ratified by FGB	Date:	26 May 2016
	Signed by Chair of FGB:	Mr I Lambat
Next review	3 Years	May 2019

Revision History

Date	Details of change
May 2016	Reviewed by Mrs M Abba – no changes made. Document re-formatted.

1 Introduction

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 the staff. Repeated bullying is totally unacceptable and will be dealt with appropriately.

2 What Is Bullying?

A bully is a person who hurts someone deliberately by using behaviour which is meant to hurt, frighten or upset another person.

Bullying can be:

- (a) Verbal: being teased, being called mean names, being threatened.
- (b) Physical: being punched, kicked, hit, pushed.
- (c) Emotional: having your feelings hurt, being left out, being bossed about.
- (d) Racist: saying mean things about your race, being called names.
- (e) Cyber: being sent mean messages by text message, email or on the internet.
- (f) Sexist: saying rude comments to you about being a boy or a girl.
- (g) Homophobic: calling you gay or lesbian in a nasty way.
- (h) Through a third person: other people sending you horrible messages.

Bullying is likely to be Several Times On Purpose (STOP)

3 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As a school we respond promptly and effectively to issues of bullying.

4 Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents will be supported when bullying is reported.
- Bullying will not be tolerated.

5 Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened 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.

6 Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be reported by staff (form completed) followed by monitoring
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour and the victim given appropriate counselling and support.

7 Outcomes

1. The bully (bullies) will be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, every attempt will be made to reconcile the pupils
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

8 Prevention

The following may help to prevent bullying:

- a clear set of school rules and class rules (in place)
- signing the home / school agreement (form filled in at the start of every academic year)
- writing stories or poems or drawing pictures about bullying (e.g. during Anti Bullying Week)
- adults being role models for good behaviour
- encouraging pupils in school to behave well e.g. no pushing in dinner lines, walk safely in the building, hold a door open for others etc.
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (in class, during assemblies)
- having discussions about bullying and why it matters
- seal topics in place for year groups, for each term, to promote good behaviour
- circle time in classes to discuss and talk about the importance of good behaviour and the impact it has for all at our school
- play areas zoned and activities set up to meet the needs of all pupils

- school councillors offer peer support on the playground and in classes
- Deputies and Phase Leaders provide support, consultation time
- cross curricular links made e.g. during PE lessons, RE lessons, in Literacy texts and writing

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	01206 873820
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	020 7730 3300
Parent line Plus	08088 002222
Youth Access	020 8772 9900

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope with two 1st class stamps to:

Kidscape
 2 Grosvenor Gardens
 London
 SW1W 0DH

Appendix 1 Rewards and Sanctions Outline

CHARNWOOD PRIMARY SCHOOL REWARDS AND SANCTIONS OUTLINE SEPTEMBER 2013

Rewards

IN CLASS:

FS2 and Year 1	<ul style="list-style-type: none">• sun, cloud system• star chart for individual rewards – 10 stars = a prize• Whole class marble system as well – prizes to be given termly
Year 2	<ul style="list-style-type: none">• Individual star chart – 15 stars = a prize• Team points – prizes to be given termly
Year 3	<ul style="list-style-type: none">• Team points –termly prizes to be given• Individual star chart – 20 stars = prize
Year 4	<ul style="list-style-type: none">• Team points –termly prizes to be given• Individual star chart – 25 stars = a prize
Year 5 and Year 6	<ul style="list-style-type: none">• team points only and termly prizes given.

Please Note*

- All team names will be set by individual class teachers.
- **All STAR CHARTS TO BE MADE BY TEACHERS**
- Stars will be bought for teachers
- Prizes will be purchased by phase leaders.

LUNCH TIME REWARDS

Lunch time Rewards	<ul style="list-style-type: none">• Dinner ladies to give tokens for exceptional behaviour when lining up.• Dinner ladies will be assigned days to give out tokens on the top and bottom playground.• All classrooms will have a plastic jar where children can place their tokens.• Tokens will be counted at the end of term and classes will be rewarded
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LINING UP REWARDS:

Lining up Rewards	<ul style="list-style-type: none">• Key stage one will have a point system.• One point is given to the best line during break time lining up and afternoon playtime.• The winning class will get to keep the teddy and a treat will be placed in the teddy each week i.e. biscuits, sweets etc.• Key stage 2 will receive extra golden time /playtime.
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HEAD TEACHER REWARDS:

Head Teacher Reward	<u>Golden Book:</u> <ul style="list-style-type: none">• There will be a golden time book, which will be kept in the Head teacher's office. Each week all teachers to write the name of an exceptional child that week who has produced some outstanding work. They will then be given a head teachers award sticker.
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CERTIFICATES:

Certificates	<ul style="list-style-type: none">• Existing certificates will be used up and once they are finished, whole school will move on to school made certificates.• Praise pads will also be used in class for good behaviour. These will be sent home.
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GOLDEN RULES OF CHARNWOOD:

There will be Golden Rules set out for Charnwood, that all children MUST adhere to. These will be displayed throughout the school to help with behaviour in the whole school. There will be 6 Golden Rules:	<ul style="list-style-type: none">• We keep our hands and knees to ourselves• We walk calmly and sensibly around our school• We play carefully and safely• If there is a problem we talk to an adult.• We look after everyone and everything in our school.• We speak politely to everyone all the time.
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CHILDREN UNABLE TO STAY IN CLASS DUE TO BAD BEHAVIOUR:

Children disrupting the class will be sent out to a set location. They should not be kept out of their own class longer than 20 minutes.	Year 6 child _____ Year 3
	Year 5 child _____ Year 2
	Year 4 child _____ Year 1
	Year 3 child _____ Year 6
	Year 2 child _____ Year 5
Year 1 child _____ Year 4	

***If children misbehave, then as a sanction tokens will be taken out of their class pot**

GUIDANCE FOR BEHAVIOUR BOOK:

Behaviour Book	<ul style="list-style-type: none"> • All misbehaviour should be recorded in class behaviour books/EXCEL Grid on T Drive • If there are 3 entries per child over a half term, then parents will be called in to discuss child’s behaviour. • If physical violence, or any abuse is shown by child towards others then this should be recorded too, as well as restraint having to occur. • The steps for dealing with behaviour are as follows: <ul style="list-style-type: none"> - Deal with behaviour in class - Take behaviour to leadership team - Leadership team to take appropriate action
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GOLDEN TIME:

Golden time will take place on Fridays for the whole school. All staff should make a list of all the activities available to children during golden time.	Golden time for key stage 1 will be Friday PM from 12.50 – 1.30 Golden time for key stage 2 will be Friday AM – from 11.50 – 12.25
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Reporting form

- (a) To be filled in by class teacher
- (b) Monitoring by the class teacher and Head teacher
- (c) Form kept in the Head teacher's office
- (d) SLT looks at the data and takes action to deal with issues. Head teacher leads

Checklist: Tick as appropriate

Does incident involve same person?	<input type="checkbox"/>	Has a follow up date been set?	<input type="checkbox"/>
Have parents/carers been notified?	<input type="checkbox"/>	Has action been agreed with victim?	<input type="checkbox"/>
Had individual discussions with all?	<input type="checkbox"/>	Has action been agreed with perpetrator?	<input type="checkbox"/>
Had group discussion with all involved?	<input type="checkbox"/>	Are notes and comments attached?	<input type="checkbox"/>

Other actions:

Medical treatment required?	<input type="checkbox"/>	Referral to other agencies?	<input type="checkbox"/>
Police involved?	<input type="checkbox"/>	Specific report from staff attached?	<input type="checkbox"/>
Report to Governors?	<input type="checkbox"/>	Other?	<input type="checkbox"/>

Other notes on incident (include previous behaviour):

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Details of actions agreed with everyone involved:

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Completed by:

Role: **Date:**

Checked by:

Role: **Date:**

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes No

Describe any other outcomes, who was involved and when they occurred.

Appendix 3 Anti-Bullying Community Award: Audit / Evidence

School:		Contact email:	
Date:			Name of Anti-Bullying Champion:
E: Essential evidence D: Desirable evidence	E D	✓	Evidence for the award – oral, viewed, written
<p style="text-align: center;">A Champions</p> <p>1. Anti-Bullying charter signed / displayed</p> <p>2. Head commitment</p> <p>3. Named anti-bullying champion</p> <p>4. Named Governor</p> <p>5. Whole school commitment in school documents</p> <p>6. Healthy School / Anti Bullying task group</p>	E E E E E D		<p>1. Yes this has been signed and displayed 8th November 2012.</p> <p>2. Newsletter entry, assemblies, support for Anti-Bullying week, supporting school council.</p> <p>3. Miss M. Sattar.</p> <p>4. Mrs. H. Makda.</p> <p>5. In the school prospectus. Anti-Bullying policy. Mention in every newsletter.</p> <p>6. The school council is the anti-bullying task group. Supported by co-ordinator for PSHE.</p>
<p style="text-align: center;">B Change</p> <p>Policy</p> <p>1. Available and accessible to: - Parents - Staff</p> <p>2. Reviewed every two years</p> <p>3. Use content analysis sheet</p> <p>4. Local and national guidance and good practice recognised and promoted (e.g. Preventing and Tackling bullying)</p> <p>5. Complaints procedure in place</p>	E D D D E		<p>1. It is available to all staff on 'W' Drive. It is on the website.</p> <p>2. Yes the policy is reviewed regularly; it has just recently been reviewed.</p> <p>3. Yes</p> <p>4. Yes</p> <p>5. Yes</p>
<p style="text-align: center;">C Curriculum</p> <p>1. PSHE curriculum</p> <p>2. Cross Curricular links – Art/drama/music/PSHE</p> <p>3. National Anti-Bullying week activities</p>	E D E		<p>1. Yes on 'W' Drive.</p> <p>2. Yes – comprehension literacy, PSHE, History, Art (posters), assembly, Science.</p> <p>3. There is evidence in the PSHE co-ordinator folder.</p>

<p>D Children's learning</p> <p>1. All Children/Young people taught about the different types of bullying and how to respond</p> <p>2. Adult modelling of anti-bullying behaviours</p>	<p>E</p> <p>E</p>		<p>1. This was covered in the Seal topic and during national anti-bullying week. There was also an assembly for KS1 and KS2.</p> <p>2. This was covered in the Seal topic and during national anti-bullying week. There was also an assembly for KS1 and KS2.</p>
<p>E Culture and Challenge</p> <p>1. All types of bullying challenged</p> <p>2. School community aware of rights, responsibilities, bullying and the law</p> <p>3. Listening and telling environment</p> <p>4. Playground systems / lunchtime activities</p> <p>5. Proactive and reactive strategies and procedures in place</p> <p>6. Data gathered and analysed</p> <p>7. Incident reporting procedures in place</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p>		<p>1. Monitored by Head teacher.</p> <p>2. Yes. Message reinforced every newsletter.</p> <p>3. & 4. - Yes this has been made clear to the children; there are bullying buddies, school councillors.</p> <p>5. See anti-bullying policy.</p> <p>6. Monitored by Head teacher.</p> <p>7. Monitored by Head teacher.</p>
<p>F Citizenship</p> <p>1. Formal and informal opportunities for pupils to raise bullying issues</p> <p>2. School Council consulted and involved in anti-bullying issues</p> <p>3. Peer support systems being developed</p> <p>4. Peer support systems in place e.g. Buddies/Peer support/Mediators/Circle of friends etc.</p> <p>5. Peer led assemblies</p> <p>6. Class/tutor group discussions</p> <p>7. Anti-Bullying group</p> <p>8. Feedback to Governors/SMT</p> <p>9. Junior anti-bullying champion</p>	<p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>		<p>1. Circle time, RE time.</p> <p>2. Yes.</p> <p>3. In place.</p> <p>4. In place.</p>
<p>G Caring</p> <p>1. Child friendly advice/leaflets / information</p> <p>2. Support systems in place for victims/perpetrators / bystanders/parent</p> <p>3. Referral procedures in place</p> <p>4. Outside agencies consulted</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>		<p>1. Code of conduct.</p> <p>2. Yes, all adults. Ultimately the Head teacher.</p> <p>4. If need arises.</p>

<p>H CPD</p> <ol style="list-style-type: none"> 1. Training needs identified 2. Appropriate anti-bullying training attended – dates 3. Key staff trained in specialised approaches (Solution focused, Conflict resolution). 4. Trained named lead available to give advice to other staff 5. Appropriate PSHE training 6. All members of staff received awareness training 7. Preventing and Tackling bullying guidance available 	<p>E E D D D D E</p>		<ol style="list-style-type: none"> 2. PSHE co-ordinator. 4. PSHE co-ordinator. 5. PSHE co-ordinator.
<p>I Community</p> <ol style="list-style-type: none"> 1. Information & advice available to parents including survey results 2. Information & advice circulated to parents 3. Reporting and recording bullying system in place (including statement for bullying outside school) 4. Parents consulted on policy 5. Policy available to parents 6. Policy circulated to parents 7. Anti-Bullying champion known to parents 8. Engagement with local expertise including LA 	<p>E D E E E D D</p>		<ol style="list-style-type: none"> 1. Code of conduct, newsletters. 2. Newsletters. 3. Yes. 4. Yes newsletter. 5. On school website 6. Available to view on website. 7. Yes. 8. Yes.
<p>J Checks and Celebration</p> <ol style="list-style-type: none"> 1. A reporting system for PSHE is in place to inform parents 2. QCDA end of Key Stage statements inform learning 3. Pupils knowledge, skills and understanding of bullying is assessed 4. Celebration of children’s behaviour takes place 5. Recognition/celebration of children’s involvement in peer support schemes etc. takes place 	<p>E D D D D</p>		<ol style="list-style-type: none"> 1. End of year report of pupil to parents. 4. Weekly assemblies. 5. Weekly assembly.

Actions to be completed		
Quantitative outcomes submitted for the award		
Qualitative outcomes submitted for the award		
Signed for the school: Head: Governor: Parent / Community Representative: Child:	Date:	Award granted Y/N

Appendix 4 Procedures for visitors supporting the Curriculum



Procedures for visitors supporting the Curriculum.

Visitors who might support the curriculum.

The following are examples of organisations and individuals may be used to support PSHE / NHSP

- School Nursing Service
- Specialist drug or alcohol services - DART
- The police
- Theatre-in-education groups
- Life Education Centre
- Local Authority advisors / advisory teachers
- Leicestershire Nutrition and Dietetic Service
- School Council
- Specialist physical activity provider
- Connexions Service
- Turning Point
- Youth worker
- STOP smoking worker

Types of support from visitors

Support for the curriculum may take the following forms:

- To support schools and work alongside teachers e.g coaching, collaborative / team teaching
- To assist in programme planning e.g. school nurse, LA advisory teacher
- Supporting staff through training or team teaching e.g. LA advisory teacher
- To provide support for both parents / carers e.g dietitian
- Provide classroom input, police, school nurse
- Provide whole school input e.g. theatre group, after school club
- Support pupils of the school who may need support, guidance or specialist help e.g. Drug Action Response Team,

Before the visit

Anyone working regularly or alone with children and young people must have an up to date Criminal Record Bureau (CRB) check before working with children. This must be verified by the person responsible (usually the head teacher) for overseeing this before work commences.

Anyone working alongside the teacher should not be left to work alone or unsupervised with

children / young people

- Visitors need to be acquainted with appropriate policies and procedures.
- Confidentiality and disclosure
- Child protection (safeguarding) procedures
- The school's values and approach to the subject concerned e.g. drug education, SRE or Healthy Eating, physical activity
- Any other relevant policies such as PSHE or Drug Education, Behaviour

- Safety procedures such as the fire drill should be discussed

Expectations of the visitors

A pre session meeting should take place to discuss the following:

- Expectations about how visitors to uphold the values of the school and to treat children and young people in an appropriate manner as described in the school's policies and procedures and through discussion with the school's representative.
- How the session input forms part of the programme of study and how this supports progression
- For the support session appropriate learning outcomes are to be set through discussion with the teacher / school representative
- How teaching and learning / groupings are set appropriately for the age, ability, subject content etc of the session (This could include, single sex groups small mixed group, random pairs, whole class etc) and how other staff members are used in the session
- How prior knowledge is established
- Provision of appropriate resources and supporting materials
- How all pupils are included in the session and how their needs are met
- How assessment of learning is measured / recorded
- Details of any follow up work to enhance / consolidate learning
- How the session is evaluated
- How disclosures should be handled in line with the school's policy

After the visit

An evaluation of the session with the teacher / school representative should take place to measure how effective the input has been and identify how the session could be improved if necessary

It may be appropriate for pupils to send letters of thanks to the provider.