

Sherborne C of E Primary School – Anti-Bullying Policy

Created by: John Moore
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Date of next review:
February 2025

Version	Date	Page	Description of Change	Origin of Change
1	22/11/2016	All	Created new Anti-Bullying Policy	John Moore
2	19/09/2019	All	Updated Anti-Bullying Policy	John Moore
3	13/09/2021	All	Updated Anti-Bullying Policy	John Moore
4	20/02/2023	All	Updated Anti-Bullying Policy	John Moore

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.

Discussed by the staff:

Signed: _____

Discussed by the Governing Body:

Signed: _____

Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

Our school nurtures a **Love of Learning**

Our school promotes **Independence and Individuality**

Our school is **Fun and children leave with a sense of Fulfilment**

Our school expects **Excellence from pupils and staff, and Enjoyment fills every classroom**

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

1. Introduction

At Sherborne CofE Primary School, we aim for all children to lead fun and fulfilling lives, to develop a love of learning, to develop a sense of independence and individuality, and to enjoy school life and everything it has to offer. All staff and governors are committed to these aims. We promote positive relationships across the school by speaking to the children in our care with patience and respect, and by encouraging others to do so. Above all, we want the children attending Sherborne CofE Primary School to be happy and feel safe.

In order to achieve this, staff strive to provide a safe, caring and happy environment for all our pupils to allow them to learn effectively, improve their life opportunities and help them realise their potential. Children are taught that courtesy, good manners and consideration for others are values essential for teamwork, success and social interaction.

No child has the right to deliberately upset another child, whether this is done verbally, physically or through cyber activity. The school wants parents and carers to feel confident that their child is safe and cared for in school and that should an incident arise, these are dealt with promptly and fairly.

The school is aware of its legal obligations and role within the local community in supporting parents and carers and working with other agencies outside the school where appropriate.

2. Roles and Responsibilities

The Headteacher has the overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers and outside agencies. The Headteacher will have general responsibility for handling the implementation of this policy.

The role and responsibilities of the Anti-Bullying Coordinator are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

3. Definition of Bullying

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

(Source: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>)

“...usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

(Source: <https://www.gov.uk/bullying-at-school/bullying-a-definition>)

4. 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 in particular in cases of hate crime-related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required. Behaviour which causes distress but is not intended to is not bullying.

5. What does bullying look like?

Emotional bullying - including tormenting, hiding belongings, being unfriendly, giving someone the 'silent' treatment, threatening, ignoring someone as they come into the room.

Verbal bullying - name calling, teasing, using nicknames, taunting or threatening, spreading rumours, making comments because of ethnic origin, size, nationality, colour, sexual orientation or disability.

Physical bullying - pushing, kicking, hitting, pinching, any use of violence.

Homophobic bullying – name calling, references

Cyberbullying – inappropriate text messaging or emailing; sending offensive or degrading images by phone or via the internet

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

6. Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay, bisexual, transgender or questioning people or those thought to be LGBTQ+. It is also used to refer to something or someone as inferior. Additionally, this may also be used to taunt other pupils who are different in some way or have gay friends, family members or their parents/carers are gay. Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

7. Cyberbullying

The increasing use of digital technology and the internet has provided new and intrusive ways for bullies to reach their victims. The school will ensure that children are taught safe ways to use the internet (see E-Safety policy) and encourage good online behaviour. Whilst most incidents of cyberbullying occur outside of school, support and guidance will be offered to parents and their children who experience online bullying. Cyberbullying is treated in the same way as any other form of bullying.

8. Reporting and Responding to Bullying

The school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children). This includes those who are the victims of bullying or have witnessed bullying behaviours (bystanders). Systems for reporting for:

9. Children in school

Children are made aware of the need to report any concerns about bullying through PSHE lessons. They are also made aware that they can approach any adult to report a bullying incident whether they are a victim, bystander or bully.

10. Parents and Carers

The school has an 'open door' policy and parents are encouraged to talk to their class teachers who are available at the start and end of the school day.

11. All staff

Staff know who the Anti-Bullying Coordinator is and will report incidents as they happen using the school's 'Bullying and Harassment' incident form (Appendix 1). Staff members are made aware of any situations during staff meetings. The minutes from these meetings will be uploaded to the school's cloud space and it is the responsibility of all staff members to ensure they read these.

12. Procedures

All reported incidents will be taken seriously and investigated, with all parties involved. Notes are recorded using the school's 'Bullying and Harassment' incident form (Appendix 1). The member of staff completing the incident form should then consider the following to establish whether the concern is one of bullying.

1. Has the victim been treated unkindly 'several times on purpose'?
2. Does the victim play away from the alleged bully at break and lunch times?

If the answer to both these questions is 'Yes', the concern is one of bullying. If the answer to the first question is 'No', the concern is not one of bullying unless in extreme cases where there has been a preconceived verbal or physical attack on the victim. If the answer to the second question is 'No', the concern is not one of bullying. The victim should be told he/she must play away from the alleged bully and tell an adult if there is another problem.

If a bullying incident is deemed to have occurred, the following procedures will be followed immediately:

- The concern/incident is brought to the attention of the Anti-Bullying Coordinator, who will inform all teaching staff and midday supervisors. The Anti-Bullying Coordinator is responsible for filing copies of the incident form in the children's (victim and bully) records. The bullied child should be allowed to choose a member of staff whom he/she feels comfortable with and all staff made aware of this choice.
- Discussion between the Anti-Bullying Coordinator and the member of staff investigating the incident should be held to determine actions and consequences for the individuals. There may be a range of responses appropriate to the situation: STOP approach, restorative approach, circle of friends; individual work with victim or perpetrator or; referral to outside agencies if appropriate. Staff will be informed of the actions to be taken.
- The victim will be placed on the Sherborne 7 Step Support Programme:
 1. The lead teacher will ask the victim to draw or describe their feelings and ask if these can be shown/discussed with a support group;
 2. The lead teacher will convene a support group comprising friends, good role models and those involved with the bullying (but not the victim);
 3. The lead teacher tells the support group about the feelings of the victim;
 4. The lead teacher tells the support group that they can help;
 5. The support group discusses ideas to help the situation;
 6. The lead teacher records these ideas and discusses them with the victim for agreement;
 7. The lead teacher meets the victim to discuss the successes of these ideas weekly.

- Both sets of parents will be made aware of the incident and the school's response to it, and they will be involved in deciding the best course of action when at home.
- Support will be given to all parties via the designated person and/or the class teachers.
- Within a week the parents of both parties will be invited to meet individually with the Headteacher and the designated teacher to review the impact of the actions. Beyond this time communication should be fortnightly at least via a phone call with every party involved in the incident.
- If there is no improvement or re-starts within one month there will be a review of the action to be taken in line with the Behaviour Policy, and parents will be informed and involved. The bully will be placed at 'My Plan' on the Graduated Pathway, which will include holding a meeting with parents to discuss the matter and the consequences of future incidents (including fixed term and permanent exclusion).

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-Bullying Coordinator. The information stored 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 the development of the policy. This information will be presented in the Headteacher's report to governors, who will ask the Headteacher to report on the incident in subsequent meetings.

The policy will be reviewed and updated bi-annually.

Strategies for Preventing Bullying

As part of the school's ongoing commitment to the safety and welfare of its pupils, staff at Sherborne CofE Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in Healthy Schools
- Whole school assemblies
- PSHE lessons
- Specific curriculum input on areas of concern such as cyberbully and internet safety
- Student voice
- Staff training and development for all staff
- Police Liaison sessions
- Analyse the pupil surveys to test occurrences
- Remind children that bullying is unacceptable in assemblies (at least termly)
- Proactive supervision in the class and on the playground
- Encourage use of the 'SHERBORNE STOP' strategy (Say 'Stop', Tell a teacher, play with Other friends, Play away).

What can parents do to help?

1. Inform the School **immediately** if you feel that your child is being bullied, providing details of incidents.
2. Don't encourage your child to hit back or copy the behaviours back. It could make matters worse. Instead, encourage your child to 'Play Away' from the perpetrator but to stay civil.
3. Keep a log of incidents – refrain from asking your child each night leading questions, e.g. What did so and so do today? This can confuse a child into giving you an answer that they think you want to hear. Please pass on this log to school.
4. Encourage your child to be assertive and confident.
5. Tell your child to let the teacher know what is happening as soon as it happens.
6. Model the behaviour you wish for your child to show.
7. Do not be tempted to 'let off steam' on Facebook and other social media sites! It makes matters harder to resolve, often exacerbating the situation.
8. Support the School when your child is identified as being a bully – it is a behaviour that can be improved if we work together.

Links with Other Policies

Behaviour Policy

Safeguarding Policy

Equality Policy

APPENDICES

Bullying Programme

Over Playtimes and Lunchtime for three days the perpetrator will:

- a) Write an apology to the victim;
- b) Discuss aspects of bullying and why harmful with the Headteacher;
- c) Discuss reasons for bullying/racism;
- d) Discuss and sign a contract stating an intention to improve;

The behaviour of the perpetrator is reviewed 1 month later.

Appendix 1: Bullying & Harassment Incident record

Date report filed	
Name of person reporting incident	
Details of person being bullied/harassed	
Location of incident	

Details of people involved

Name	Age	Gender	Ethnic Origin	In care?	Role (ringleader/witness/assistant/bystander/victim)	*level of involvement

*levels of involvement - 1 = very involved. 2=involved, 3=slightly involved. 4= only indirectly involved

Details of incident

Frequency and duration of behaviour – tick as appropriate

Once or twice		Persisting throughout 2 months	
Several times each week		Persisting for more than a year	

Physical aggression		Damaging or taking possessions		Deliberate excluding		Threat	
Verbal abuse		Spreading rumours/unkind notes		Texting		Extortion	
Racist incident		Homophobic incident					

Other actions - tick as appropriate

Medical treatment required		Police involvement	
Referred to other agencies		Specific report from staff attached	

Details of Actions Taken (maybe shared)

Completed by		Date	

Follow up review dates, actions and interventions

DRAFT