



St. Stephen's School  
and Children's Centre  
*Learning for life*

# Anti-Bullying Policy

Written: Summer 2010
By: Georgia Dawson and Natasha Radford
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By: Lori Cox (Governor)
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## ANTI-BULLYING POLICY

The anti-bullying policy takes its place alongside the school's positive behaviour policy.

**'The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made it clear that no form of bullying should be tolerated. Bullying in our schools should be taken very seriously; it is not a normal part of growing up and it can ruin lives.'**

(DCSF 2010)

### **Definition of bullying**

'Bullying can happen to anyone at any age. Being bullied at school, home or online might involve someone pushing you, hitting you, teasing you, talking about you or calling you names. No one has the right to hurt you or make you feel bad, and if you are being bullied you don't have to put up with it, you can talk to someone about it.'

(Childline 2010)

The main types of bullying are:

- Physical (e.g. hitting, kicking or any use of physical violence; theft)
- Verbal (e.g. name-calling, teasing, racist taunts)
- Emotional (e.g. spreading rumours, excluding someone from social groups, tormenting)
- Cyber (e.g. via text, MSN, social networking sites)\*

\*Our termly newsletter reminds parents of E-safety tips

### **Aims**

- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within society
- Provide a framework for staff, parents and children to tackle bullying

## Signs and Symptoms of Bullying

A pupil may indicate that they are being bullied by changes in their behaviour. All members of staff and parents have a responsibility to be aware of these possible signs and respond in accordance with school policy if bullying is suspected. Investigations should take place if a pupil:

- Is frightened of walking to or from school
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Becomes clingy
- Starts stammering
- Cries him/herself to sleep at night or wets the bed
- Feigns illness in the morning
- Begins to underachieve in school work
- Arrives home with clothes torn or belongings damaged
- Has possessions that 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner money or other monies continually 'lost'
- Has unexplained cuts or bruises
- Arrives home hungry (money or lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and therefore the cause of the above investigated.

If bullying does occur, all pupils will be able to report it and know that incidents will be dealt with promptly and effectively. Pupils have a responsibility as well as staff to help eradicate bullying and therefore *anyone* who knows that bullying is happening is expected to tell a member of staff.

### **Values**

- All children and adults have a right to work in a calm, supportive, safe and purposeful atmosphere
- All children have the right to come to school without the fear of being bullied
- All adults have a responsibility to support the anti-bullying policy

## HOW THIS CAN BE ACHIEVED

### Parents

Some difficulties can only be resolved by working fully with the parents, so that the child is receiving consistency of support both through the home and the school. We may talk to parents informally on a daily basis. At times we may need to talk to parents on a more formal basis.

*Partnership between home and school does not guarantee success but goes a long way to achieving it.*

- This is achieved through a home-school agreement which all parents sign upon entry
- In addition to this, there is a home-school behaviour log for those children who require further support
- We ensure that communication occurs through regular parent meetings and phone calls home where necessary
- Parents are kept informed, whether their child is the victim or the perpetrator

### Staff

- By all staff having high expectations and encouraging the highest standards in collective and self-discipline
- By providing purposeful learning opportunities
- From KS1, they enable children to understand that 'They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves ... They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children' (PSHCE, NC 2010)
- By implementing a whole school rewards and sanctions system

### Class Teachers

The class teacher has prime responsibility for pastoral care.

- Giving rewards and sanctions (see table below)
- Creating an environment of trust, whereby the child can discuss any issues which may arise
- The victim's welfare will be discreetly monitored by the Class Teacher
- The bullying pupil's behaviour will be closely monitored by their class teacher, class Educational Assistant and the School Leadership Team and improvements praised

- Watching out for children who are behaving out of character (recorded in Pupil Wellbeing Book, monitored half-termly by ECM Co-ord, SLT, SENCo and Learning Mentor)
- Children are referred to Learning Mentor if concerns warrant
- Class teachers deliver the SEAL curriculum through a weekly class-based assembly and PSHCE via the Creative Curriculum
- Leadership assemblies also follow the SEAL curriculum

## **SANCTIONS**

In class	Playtime and Lunchtime
Verbal warning about behaviour	Verbal warning about behaviour
Time out within the classroom	Recorded in MDA's Behaviour book (refer to CT)
Time out with year group partner	
Sanction (complete reflection sheet)	
Refer to Phase Leader, following two sanctions in one term	
Meeting with parent, class teacher and phase leader, following three sanctions in one term	
Formulate behaviour plan with behaviour support manager, the SENCo and the learning mentor	
Inform parents and leadership	

### **School-based strategies**

- SEAL assemblies (in class)
- Leadership assemblies
- Sanctions
- Recording in and monitoring of the Well-Being Book
- Key boys' playtime group (supported by specific EAs)
- Nurture Groups and Mentoring (provided by LM)
- SMART Thinking Programme (focuses on consequences of actions)

### **Monitoring and Review**

This policy will be promoted and implemented throughout the school. Its effectiveness will be monitored regularly by the Leadership team and updated as necessary to meet the changing needs of the school community. It will be reviewed bi-annually as part of the school's cycle of monitoring.

Signed: Georgia Dawson and Natasha Radford

Date: June 2010