



Anti Bullying Charter

At Shottery Primary School we work together to create a safe community where bullying is unacceptable.

We understand that bullying is when someone purposely makes us feel upset, threatened or frightened by hurting us or our feelings, over a period of time.

We agree to:

- Respect other people
- Think before we act/talk
- Tell someone if we are being bullied
- Tell someone if we see bullying
- Think before we use our phones or computers

Bullying is cruel, not cool

Falling out with your friend

Falling out with your friend/s is upsetting but common and normal. It's what you do when you have fallen out that can make the difference between a quick make up or not.

Things NOT to do:

- ☹ Don't ask other friends to take sides
- ☹ Don't say nasty things about the person you have fallen out with - they will certainly hear about it from someone and it will be difficult to make friends again
- ☹ Don't tell the friend's secrets - even if you never make friends again, they were told to you in trust
- ☹ Don't try to talk about things when one/both of you are still angry.
- ☹ Never send texts or emails when you are angry.

Things to do

- ☺ Allow time for you both to cool down but don't leave it for too long.
- ☺ Be prepared to accept some responsibility in the dispute -it takes 2 to fall out
- ☺ Talk over what happened; try to decide how you can help it not happen again
- ☺ Say you're sorry. Sorry means that you have thought about what you did and will try hard not to do it again.
- ☺ Be prepared to forgive. We are always learning about friendships and we don't always get it right.
- ☺ If all else fails, ask an adult to help.

Shottery St Andrew's Anti Bullying Policy



At Shottery we aim to provide a safe environment for both pupils and staff and determine bullying to be unacceptable. Through the provision of a safe, caring and friendly environment we maximise the opportunity for our pupils to learn to their full and achieve their potential.

We expect pupils to act safely and feel safe in school, to understand their roles, rights and responsibilities and to feel confident to seek support from school should they feel unsafe.

- This policy has been developed from and replaces the 2011 Appendix to the Behaviour and Discipline Policy, other relevant policies may include Child Protection and Safeguarding, E Safety and Equal Opportunities, Whistleblowing Policy.

Date: October 2014

Date of Next Renewal: October 2015

Bullying is behaviour by an individual or group, usually repeated over time, which is wilful, persistent and consciously intended to hurt, threaten or frighten. It differs from teasing/falling out between friends and types of aggressive behaviour because it is usually persistent; there is a power imbalance that makes it hard for the victim to defend themselves against a deliberate intention to hurt. 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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- **Verbal** – by being teased in a nasty way; name calling, taunting, mocking; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Homophobic bullying and using homophobic language** - Homophobic language is when terms of abuse are used towards lesbian, gay and bisexual people or those thought to be. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay. At Shottery Primary 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.
- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings taken or damaged; being forced to do something they don't want to do.
- **Cyber bullying** - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying. Where Cyberbullying occurs within school it will be treated in the same way as any other form of bullying.
- **Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups gossiping and spreading hurtful and untruthful rumours or offensive graffiti

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'.

Bullying can take place between:

- pupils
- pupils and staff
- between staff
- parents and staff
- parents and pupils

Signs and Symptoms:

A victim may indicate by **signs** or behaviour that he or she is being bullied. These may include:

- reluctance to attend school
- truancy from specific lessons for example PE
- damage to clothing or possessions
- 'losing' more items than usual
- unexplained bruises/swellings
- deterioration of school work/academic performance
- being afraid to use the Internet
- becoming jittery about receiving text messages
- unkempt uniform
- bullying towards siblings
- taking money without permission

Symptoms may include:

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess
- difficulty in concentration
- lack of motivation to complete work

Roles and responsibilities

As with all policies within the school all members of the school staff have a responsibility to follow the procedure detailed within the policy; the Headteacher has overall responsibility for the policy and its implementation.

Prevention of Bullying and the Curriculum

Since 2009 the behaviour of pupils at our school has been deemed by Ofsted to be outstanding, we are not however complacent and recognise that as a school community we must continue to be vigilant and to act to ensure we equip our pupils with the appropriate tools and resilience to prevent and tackle bullying. Through PSHE, SEAL, the Protective Behaviours Programme, E-Safety session, circle time and assemblies pupils learn appropriate behaviour and what to do if they encounter a difficulty. All forms of bullying, sexual and racial harassment are discussed and staff ensure that discussions and teaching, are age appropriate but may include poetry and drama which have previously been shown to be beneficial to both victim and bully. The school also holds an anti bullying week, usually in November. We are very aware that the size of our playground is limited and work with the children on games and activities to encourage good play and limit poor behaviour.

- Different areas of the playground are allocated to various activities such as the climbing frame, netball, football and table tennis and certain games are limited to certain times of day.

- We have picnic tables and benches placed in the playground to provide an area where children can sit and chat, play table games, write, read or draw.
- Subject to supervision the orchard is also available for use.

All adults in the school are aware and watchful, all bullying must be reported. Although the term bullying may be used indiscriminately, the school believes that all reported incidents should be recorded, thus allowing us to trace trends or identify persistent issues. All reported incidents are recorded in the Incident Report File. Class teachers must ensure that children know they can approach them or any member of staff with any problem that is worrying them, the School Council, peer mentors and class buddies are also provide a supportive network.

Recording bullying and evaluating the policy

All reported incidents will be taken seriously and investigated. The school will take the following steps:

- Interviewing all parties and record responses
- Informing parents where an issue is clearly identified
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate for example using the CAF process where appropriate to involve other agencies who may be able to support.

Bullying incidents will be recorded by the member of staff who deals with the incident there is a specific form for this purpose (all 3 sections to be completed), the file will be stored in the staffroom.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

Bullying Incident Report Form - Logging Information

| SECTION A: ALLEGED BULLYING INCIDENT | | | | |
|--|---------------|--------------------|-----------------------|------------|
| Target Name(s) | | Year Group | Class | |
| Ethnicity | | Looked after Y / N | Young Carer Y / N | |
| Home Language | | Gender M / F | SEN/ Disability Y / N | |
| | | Gifted/ Talented | Health Condition | |
| Member of Staff to who witnessed incident/ to whom incident reported | | | | |
| Date of Incident | | Time of Incident | | |
| Location of Incident | | | | |
| Target's Account/ Concern of Parents/Carers | | | | |
| Alleged perpetrator(s) name | | Year Group | Class | |
| | | | | |
| | | | | |
| | | | | |
| Nature of Incident including details of any injury or damage etc... | | | | |
| Type of bullying: <small>(circle all that apply)</small> | | | | |
| Physical | Verbal | Indirect | Cyber | Homophobic |
| Racial/Cultural | Sexual/Sexist | SEN/Disability | Home Circumstances | Health |

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident

Alleged perpetrator(s) account of the incident

Bystander/witness Account

Name

Class

Bystander/witness Account

Name

Class

Bystander/witness Account

Name

Class

SECTION C: ACTION TAKEN

Details of Immediate action taken

| | | | | | |
|--|----------|-------|-----------------------|--------------|-------|
| Class teacher informed | | Y / N | Head teacher Informed | | Y / N |
| Parents/carers of alleged target(s) informed: | | | Date | Time | |
| In person | By Email | | By letter | By Telephone | |
| Parents/carers of alleged target(s) informed: | | | Date | Time | |
| In person | By Email | | By letter | By Telephone | |
| Parents/carers of alleged perpetrator(s) informed: | | | Date | Time | |
| In person | By Email | | By letter | By Telephone | |
| Parents/carers of alleged perpetrator(s) informed: | | | Date | Time | |
| In person | By Email | | By letter | By Telephone | |

Monitoring Action Taken and details of follow up/ Longer term Action

