



**Sutton Oak C.E Primary School**

*Goodban Street, Sutton, St Helens, WA9 3QD*

# **Anti-Bullying Policy**

**November 2017**



**Believe, Achieve and Grow Together**

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# Sutton Oak C.E Primary School

## Overview

In this school bullying and any other forms of intimidation will not be tolerated.

All will treat others with kindness and respect and all will care well for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying.

This policy has been written by the Safeguarding Team.

This policy should be read in conjunction with the LA Guidelines for dealing with Bullying, Harassment and Hate Crime in Schools. These guidelines contain the relevant forms for recording incidents. (See appendix 1, 2, and 3)

## Objectives

- To ensure that all feel safe and free from bullying and intimidation, including cyber bullying by internet or mobile phone.
- To ensure that all staff, parents/guardians and children understand what bullying, including cyber bullying is.
- To build an ethos where learners feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where learners care for each other.
- To act promptly and effectively at the first sign of bullying.
- To encourage learners and parents to report any attempted bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

## Strategies

- We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- Every allegation of bullying will be investigated and followed up.
- Any victim of bullying will be well-protected immediately and in the future.
- Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority including the police if appropriate.

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- Incidents of a racist, sexist or homophobic nature are strictly prohibited in school. Any pupil breaking this directive will be dealt with following LA guidelines and parents/carers will be notified immediately.
- Any allegations of bullying will be reported to the Headteacher.
- Curriculum and Worship will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
- We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
- Learners and their parents will be made aware of this policy.
- The parents/guardians of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.

## The Role of The Governing Body

The Governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school's policy regularly.

The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to them on request about the impact of school anti-bullying strategies.

### OUTCOMES

This school will have a warm, friendly, welcoming and safe Christian ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

**Revised and adopted by the Governing Body:** November 2017

**Date of Review:** November 2019

**Signed:** *Mavis Hyland* (Chair of Governors)

## Appendix 1

### **Step 1: The child who has been bullied is interviewed**

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child may be asked to draw a picture or write a poem to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

### **Step 2: A meeting is convened with people involved**

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

### **Step 3: The problem is explained to the group**

The bullying is explained to the children and is emphasized that the bullying makes the person being bullied feel really bad. The others are read the child's poem or shown the picture; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

### **Step 4: The responsibility is shared**

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

### **Step 5: The group is asked for its ideas**

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

### **Step 6: It is left up to the group**

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

### **Step 7: A review meeting with the child who was bullied**

A week or so later the teacher meets up with the child to find out what improvements have been made.

### **Step 8: The group meets again**

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

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## Bullying and Prejudice Appendix 2

### Details of those involved:

	Person being bullied	Person displaying bullying behaviour
<b>Names:</b>		
<i>Please also provide per name:</i>		
Year Group/Class.		
Ethnicity (and religion if relevant).		
Disability or SEN?		
Gender		

### Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> SEN or Disability related.
<input type="checkbox"/> Incitement (e.g., spreading rumours or encouraging others to participate).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Religion or belief related.
<input type="checkbox"/> Damage to personal property.	<input type="checkbox"/> Theft or extortion.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability).
<input type="checkbox"/> Cyber bullying (e.g. text, Facebook or email).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "Gay").	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend, etc).
<input type="checkbox"/> Threat with a weapon.	<input type="checkbox"/> Sexism. Sexual harassment.	<input type="checkbox"/> Persistent Bullying Other (please describe below): _____ _____

### Description of the incident(s):

When did it happen?  
(date & time) \_\_\_\_\_

Where did it happen? \_\_\_\_\_

Summarise what happened and who was involved including witnesses, participants and bystanders:

\_\_\_\_\_

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**With the individual(s) displaying bullying behaviour**

**With the individual(s) who has been bullied**

**With the school**

Apology to the pupil who was bullied.

Comfort and reassurance.

Staff/governor training.

Awareness raising (behaviour unacceptable/valuing diversity).

Buddying, mentoring or peer support.

Class/peer group workshop.

Restorative justice.

Counselling.

Assembly subject.

Disciplinary action.

Referral to specialist help/agency.

Review of curriculum or policy.

Notify parent/guardian.

Notify parent/guardian.

Campaign e.g. posters.

Exclusion.

Medical treatment.

Letter to parents/guardians.

Notify police (if criminal activity).

Set review dates.

Initiative with learning community/loc authority.

**Other relevant information:**

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**Form completed by:**

**Print Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Is there any follow up action required? If yes please state below:**

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## Termly Bullying/Harassment Report to Governors Appendix 3

Date of Report: \_\_\_\_\_

Relevant Term: \_\_\_\_\_

Number of Incidents Reported: \_\_\_\_\_

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> SEN or Disability related.
<input type="checkbox"/> Incitement (e.g., spreading rumours or encouraging others to participate).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Religion or belief related.
<input type="checkbox"/> Damage to personal property.	<input type="checkbox"/> Theft or extortion.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability).
<input type="checkbox"/> Cyber bullying (e.g. text, Facebook or email).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "Gay").	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend, etc).
<input type="checkbox"/> Threat with a weapon.	<input type="checkbox"/> Sexism. Sexual harassment.	<input type="checkbox"/> Persistent Bullying Other (please describe below): _____ _____