

## Camps Hill Primary School

### Anti-bullying Policy

**All schools have a legal duty to take measures to prevent all forms of bullying amongst pupils (DfEE Circular 10/99 para 4.29).**

#### Defining Bullying

Most definitions consider bullying to be deliberately hurtful behaviour, repeated over a period of time. It can take many forms, but the three main types are:

1. physical      e.g. hitting, kicking, theft
2. verbal        e.g. name calling, racist or sexist remarks
3. indirect      e.g. spreading rumours, excluding someone from social groups
4. e-bullying    e.g. sending inappropriate texts, emails, phone calls etc.

Racist incidents carry special requirements - see racism policy.

#### The school Vision and Ethos

Our school vision is based on mutual respect, trust, caring and consideration for others:

*“To provide opportunities for all individuals to become life long learners.  
To **respect and value all members of the community and society in which we belong.**  
To look to the future with confidence, to seek and embrace new possibilities.”*

Such an ethos encourages anti-bullying, however this does not go far enough. It is through both the curriculum and ethos that we must send a clear message that bullying is unacceptable and aim to foster an environment where children feel safe and can tell someone what is happening to them.

The school behaviour and anti-bullying policy work together to ensure that incidents of bullying are dealt with appropriately.

#### The PSHE curriculum

The PSHE curriculum must raise awareness about bullying and increase pupil's understanding for victims and contribute towards building an anti-bullying ethos. The curriculum should also teach pupils how to manage their relationships with others.

The school uses a mixture of circle time, the LCP and SEAL scheme to help children understand bullying.

The school operates a peer mentoring programme where Year 5 and 6 children are trained by Educational Psychologists to mentor younger children throughout the school. The mentors wear an identifying arm band or cap on the playgrounds and encourage the children to join in games with them.

We also operate staggered lunchtimes where the older children sit with the younger children at the dinner tables and talk to them. Year 5 children take the reception children back down to their playground after dinner.

There is often an annual anti-bullying day led by the PSHCE co-ordinator, where assemblies are centred around the bullying theme and the children come to school in blue, home clothes.

### Investigating and recording incidents

If a child or adult says they are being bullied, or they know someone else is being bullied, the adult the child disclosed to must take the allegation seriously and investigate it. The investigation will involve talking to the victim and the 'bully' **separately**, talking to other staff or children who may know the individuals well.

Additionally, any cases of suspected e-bullying must be reported to the e-safety Officer.

**It is important to talk to all those concerned, before a conclusion is drawn as to whether bullying has taken place.**

A written record of the incidents, investigation and actions must be kept in order to monitor whether the occurrences are persistent. This should be done in line with the behaviour policy, with the **proven** perpetrator placed on the behaviour card system, to be monitored by appropriate member of staff. Depending on the severity of the incident the record should either be kept in the cohort book in each class, or for more serious incidents kept in the incident file in the head teachers office.

**It is the role of the PSHCE coordinator to monitor incidents of bullying and racism which must be reported to the LEA annually. The head teacher must also be informed.**

### If bullying has occurred, what next?

- ❖ The perpetrator must be told what effect their behaviour has had on the victim and discuss with them how to stop this behaviour. **It should be remembered that some incidents of bullying are a response to come kind of 'stress' the perpetrator has in their own lives and care will need to be taken that these issues are also dealt with.**

- ❖ The perpetrator will be clearly told what sanctions will be taken if the behaviour continues
- ❖ The parents of both parties should be involved in discussions about the nature of the incidents and how the school plan to respond to them
- ❖ Staff must monitor the situation to see whether the behaviour has stopped over a period of a minimum of a fortnight.
- ❖ Any records of incidents must clearly state the date, time and evidence of bullying that has taken place as well as the names of any witnesses
- ❖ Where e-bullying is being investigated it may be necessary to obtain printed records of communication
- ❖ The incident must be brought to all the attention of the staff so that they may monitor the situation, including MSA's (Mid day Supervisory Assistants), where incidents should be reported to the Senior MSA who will investigate and record written evidence
- ❖ The victim may require an additional person to act as a 'key worker', a Teaching Assistant or another child may be an appropriate person for the victim to choose. The 'key worker' will also play a role in monitoring any further incidents or in supporting the emotional needs of the victim.
- ❖ It may be possible for the victim or perpetrator to attend a group such as protective behaviours run within the school or for the teacher to approach the SENCO for a referral to outside agencies such as the Behaviour Support Team or Education Support Centre
- ❖ Sanctions as a result of bullying behaviour can be found in the behaviour policy consequences chart

### Working with parents

Parents have an important role to play in actively encouraging their children to be a positive role model at school. Dealing with behaviour problems effectively, requires the school and parents to work in partnership. It is included in the home school agreement and handbook sent home to parents at the beginning of the academic year.

Similarly, parents and all adults around the school are expected to behave as role models to the children. Any incidents must be reported to the Leadership Team who will invite the adults concerned in to discuss the issue and take any action necessary.