# Horton CE VA Primary School

## Anti-bullying Policy  March 2017

**Horton CE VA Primary School is a church school where the core Christian values of forgiveness, compassion, honesty, and respect permeate throughout all aspects of school life. These are the values we teach and encourage the children to demonstrate and the values we expect to see demonstrated in all aspects of the wider school community.**

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| Start Date | March 2017 |
| Review Date | March 2020 |
| Headteachers Signature | |
| Chair of Governors Signature | |
| Date ratified by Full Governing Body | |

## Rationale

It is the right of everyone to be able to work and learn in a safe and happy environment where bullying does not take place. A school ethos should reflect a place where individuals have respect for themselves and each other. Bullying will not be tolerated at Horton CE VA Primary School.

## Definition of bullying

Bullying is considered to be deliberately hurtful (including aggression), repeated often over a period of time and is difficult for victims to defend themselves against. We define a bully as somebody who is habitually cruel to another.

Actions commonly mistaken for bullying:
- playful teasing
- isolated irresponsible or unkind acts
- a one off fight or ongoing rivalry/disagreement
- rough and tumble or play fighting with no intention of causing damage.
- a/one off physical, verbal, indirect incident

**These incidents are dealt with under the Discipline & Behaviour Policy.**

## Aims
- To ensure that everyone knows what bullying is and the effect it can have on a place of work for all involved.
- To make known that all incidents of bullying will be taken very seriously and will be dealt with to the best of our ability.
- To provide an environment where expectations are clear and where everyone understands the nature and consequences of bullying.
- To have a policy in place which is agreed by all and which is consistently applied.
- To establish an ethos which promotes trust and caring and where positive behaviour is encouraged.
- To have strategies in place which deal with any bullying which might occur and which help both victim and bully.
- To operate a policy against bullying in accordance with the school policy on behaviour and discipline.

## Guidelines
- Positive behaviour is to be encouraged and praised at all times and an ethos fostered where it becomes clear that bullying is not acceptable.
- Class based activities eg PHSE will include bullying issues and coping strategies, class rules will be used to encourage an ethos of intolerance to bullying.
- All incidents of bullying, suspected or actual, must be reported to the Headteacher.
- As soon as an incident or possible incident is identified, the school will take the problem seriously, investigate and decide on an appropriate action to be taken.
- Initially a 'no blame' strategy will be implemented.
- If progress is not made after initial concerns, parent will be involved.
- Strong measures, including exclusion, may sometimes be necessary.

- If after careful monitoring, bullying is still taking place, outside agencies may be called in to give support and advice to the child/children, their families and to the school.
- Staff will be kept informed of any incidents and action taken and records kept.

**Procedure to be followed for dealing with incidents reported as bullying.**

Determine whether the incident reported to you is bullying. Does it comply with the policy definition of bullying?

**NO**
- The incident should be dealt with by reference to the school's policy for Discipline and Behaviour and appropriate action/sanctions applied.

**YES**

The key messages to get across to the person being bullied are: -
- It is not your fault that you are being bullied.
- You do not have to face this on your own

The incident should be dealt with using the following procedure.

1. Details will be recorded using the Bullying Incidents pro -forma. (Appendix 3)

2. Investigate the truth of the allegation by talking to the victim of the bullying and establishing clearly the following facts: -

   - When and where did the bullying occur?
   - What form did the bullying take?
   - How often is it happening?
   - Who was responsible? Were there any witnesses?

3. Ask the child what they would like done about the bullying. This will determine whether the action to be taken is direct or indirect.

   - **Indirect** - This requires the matter to be dealt with through the use of circle time (Appendix 1) and will be the responsibility of the class teacher. The way a member of the class is feeling and being treated will be discussed and suggestions taken from the children as to how this situation can be resolved. These suggestions will be implemented and the situation monitored over the next one/two weeks to see if there is any change. If there appears to be no change and the bullying continues then it will be necessary to take direct action. If the bullying stops then it will still require regular monitoring to ensure that there is no repetition.

   - **Direct** - This requires the bullies to be confronted and details of how the victim is feeling made clear. The child/children carrying out the bullying are told that this behaviour is unacceptable and are given the opportunity to make amends. One of the intervention strategies detailed in Appendix 2 of this policy will also be implemented. The teacher will then carefully monitor the situation. This will involve regular discussion with the victim to ensure that the

bullying is not continuing. The parents of the child/children carrying out the bullying will be informed. Should the bullying continue then the parents will be consulted prior to the imposition of sanctions against the bully/bullies.

**The sanctions to be used are**

1. Loss of breaktimes.
2. Loss of breaktimes and the setting of a task for the child to complete.
3. Moving the child to another class.
4. Exclusion

**Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying and report them to the local authority for monitoring purposes.

# 1    APPENDIX 1 - CIRCLE TIME

The use of circle time in schools developed from quality circles which have been used in industry for many years. Jenny Mosley, who has done much to popularise its use says that it was used in industry, "to overcome the gulf that can develop between management and the shop floor... the reputation for quality which Japan enjoys can be attributed largely to the widespread use of the approach". Circle time also has roots in social group work and in solution focussed therapeutic approaches.
The method is now in widespread use in schools across the UK. There is an increasing awareness of its benefits as part of whole school policy aimed at creating a positive ethos and dealing more effectively with problems such as bullying

## Creating the Right Conditions

An open circle of chairs or cushions is all the equipment that is needed. There should be no tables or desks which could act as a barrier - or a support for slumping heads! Care should be taken so that the circle is as perfect as possible, allowing each face to be seen by all other participants. Many schools also use a `talking object` to facilitate discussion. The talking object can be anything - a teddy bear or other cuddly toy, a cushion or a decorated piece of wood or plastic can be used. This talking object is passed around the circle and the only person who is allowed to talk is the person holding the talking object.

## What does the Teacher do?

The teacher is a part of the circle and sits on the same type of chair or cushion as everyone else. This helps to signal that what is happening is a special kind classroom activity in which the teacher is a facilitator rather than a director. He or she has a special responsibility to ensure that the agreed rules are kept, that the emotions of individuals are protected and that suitable activities are prepared. The teacher must also be ready to draw a session to a close if pupils are persistently breaking the rules. This can happen, and it is important that the failure of one session does not lead to the method being abandoned. For some pupils this

type of activity, in which they are encouraged to take responsibility for their own words and actions, is new and takes some getting used to.

**What are the Rules?**

The most important thing about the rules for circle time is that they should be discussed and agreed by all members. This is one of the first activities that should take place. Three basic rules which should be discussed are:

- Only one person should speak at once - the talking object helps this rule
- You can "pass" if you don't want to speak about something
- No put downs

The first of these helps to create order and to encourage people to listen to others. The second and third help to ensure the emotional safety of children taking part: nobody should be forced to speak about something which they find embarrassing and nobody should be ridiculed for saying something in which they genuinely believe - however much others may disagree with their views. The group may state these rules in other ways and may add extra ones.

## Keep it Positive

There is a possibility that this could be a negative activity - a moaning session in class time. The teacher should set the tone by taking every opportunity to make positive comments - "that was very interesting" or "thank you, that was really helpful". If, during an open discussion a negative comment is made (e.g." the school toilets smell") the teacher should encourage others to suggest solutions rather than just allowing them to echo the complaint. The emphasis is on problem solving - a solution focussed approach rather than going over and over the past.

## Getting Started

It is good to start each session with a game. This can help to relax everybody or to trigger discussion. For example, a game that can be used to develop trust involve the participants forming pairs. The first person holds his or her hand exactly 30 centimetres in front of the second person's face. The second person now has to try to keep that position while the first slowly moves his or her hand around. As people stretch out on tiptoe or descend to floor level in an attempt to maintain the required separation things can get noisy so insist on silence - anyone breaking the rule is "out". After a minute roles are reversed. This could precede a discussion about the nature of trust.

To help develop listening skills pairs can again be used. Each one of the pair has to tell the other two or three interesting things about him/herself. Each pair then has to introduce each other repeating the interesting things. Shopping list games can also be used to help listening. Each person has to remember the items suggested by others in the circle.

## The Discussion

This can take various forms. The teacher should first remind the group about the agreed rules and then initiate a round of statements. Start off with non-controversial topics which will encourage participation. For example, "my favourite activity is..." or "being a friend means..." As the sessions continue the participants develop more confidence and will start to reveal more about themselves. The teacher should make sure that vulnerable participants are protected from put-downs. Starters such as, "the best day of my life was..." and "the worst day of my life..." can produce very revealing, and sometimes moving, contributions.

## Solving Problems

Circle time can be used to help solve problems which have been identified by either the teacher or the pupils. Problems and issues can be identified by brainstorming or by rounds such as, "the best thing about this school is..." and "the worst thing about this school is..." Try to make sure that if a real problem is identified at least one positive suggestion is agreed before the session ends. (e.g. "I will arrange for John and Sarah to have a meeting with the head teacher to discuss the toilets").

## What has this got to do with Tackling Bullying?

Circle time has an important role to play in the prevention of bullying. It can help young people develop skills such as listening and empathising; it can promote respect for others and self-esteem; it is a forum within which the nature and effects of bullying can be considered; and it can be used to develop an anti-bullying code to which all members of the school community have contributed.

It can also be used to react to a particular problem. For example, if a particular group of youngsters is involved in bullying behaviour this could be openly discussed in the circle. Another example might be if a pupil is being socially excluded because of a perceived difference. A circle time discussion could be initiated which focused on an individual's right to be different. This could be done in such a way that it did not draw attention to the excluded individual but promoted reflection about the underlying causes of the isolation.

If circle time is only an isolated, spasmodic activity its value is greatly reduced. However, if its principles are incorporated into school policy and practised regularly it can make a fundamental difference to the ethos of a school. It will not completely stop bullying but it will help to involve pupils in implementation of school policy, bring more incidents into the open and encourage a more caring atmosphere. Pupils will start to apply the "no put-downs" rule outside the circle and will remind their peers - and sometimes their teachers - when this rule is broken.

## 2    APPENDIX 2 - Intervention Strategies for use in Dealing With Bullying

### 2.1    Befriending

a) **What is it?**
Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred.   Befrienders can be either Playground Friends (available to help any child who needs extra support) or Playground Buddies (child mentor for a particular pupil).
Befrienders:
- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- offer companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement - perhaps setting up a support group

b) **What are the benefits**?
The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally.

### 2.2    The Support Group Approach - from age 9 (No blame approach)

a) **What is it?**
A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:
- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
- with the victim's agreement, their own feelings are communicated to the group. The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action;
- each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

b) **What are the benefits**?
Over a two-year period, 80% of cases in primary schools were dealt with successfully without a delay by this method. In 14% of cases, three to five weekly reviews were needed before the bullying stopped. The victim continued to experience bullying only in 6% of cases. Results in secondary schools were similar.

Horton CE VA Primary School
Anti-Bullying Policy March 2015

**APPENDIX 3 - Pro Forma for Reporting and Recording Bullying Incidents**

| | | | |
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| **Date:** | | | |
| **Name of child being bullied:** | | | |
| **People attending meeting:** | | | |
| **Details of the Bullying** | | | |
| **Key Questions:**<br><br>**Who reported the incident?**<br><br>**When and where did the bullying occur?**<br><br>**What form does the bullying take?**<br><br>**How often is it happening?**<br><br>**Who is responsible?**<br><br>**Are there any witnesses?** | | | |
| **Date Headteacher informed.** | | **Date parents Informed** | |
| **Details of the action to be taken** | | | |
| | | | |
| **Date of next meeting:** | | | |
| **Signed:** | | | |

| Review |
|---|
| **Date:** |
| **People attending meeting:** |
| **Review school actions that have been taken:** |
| **Parental view:** |
| **Further action to be taken:** |
| **Date of next meeting if needed:** |
| **Signed:** |