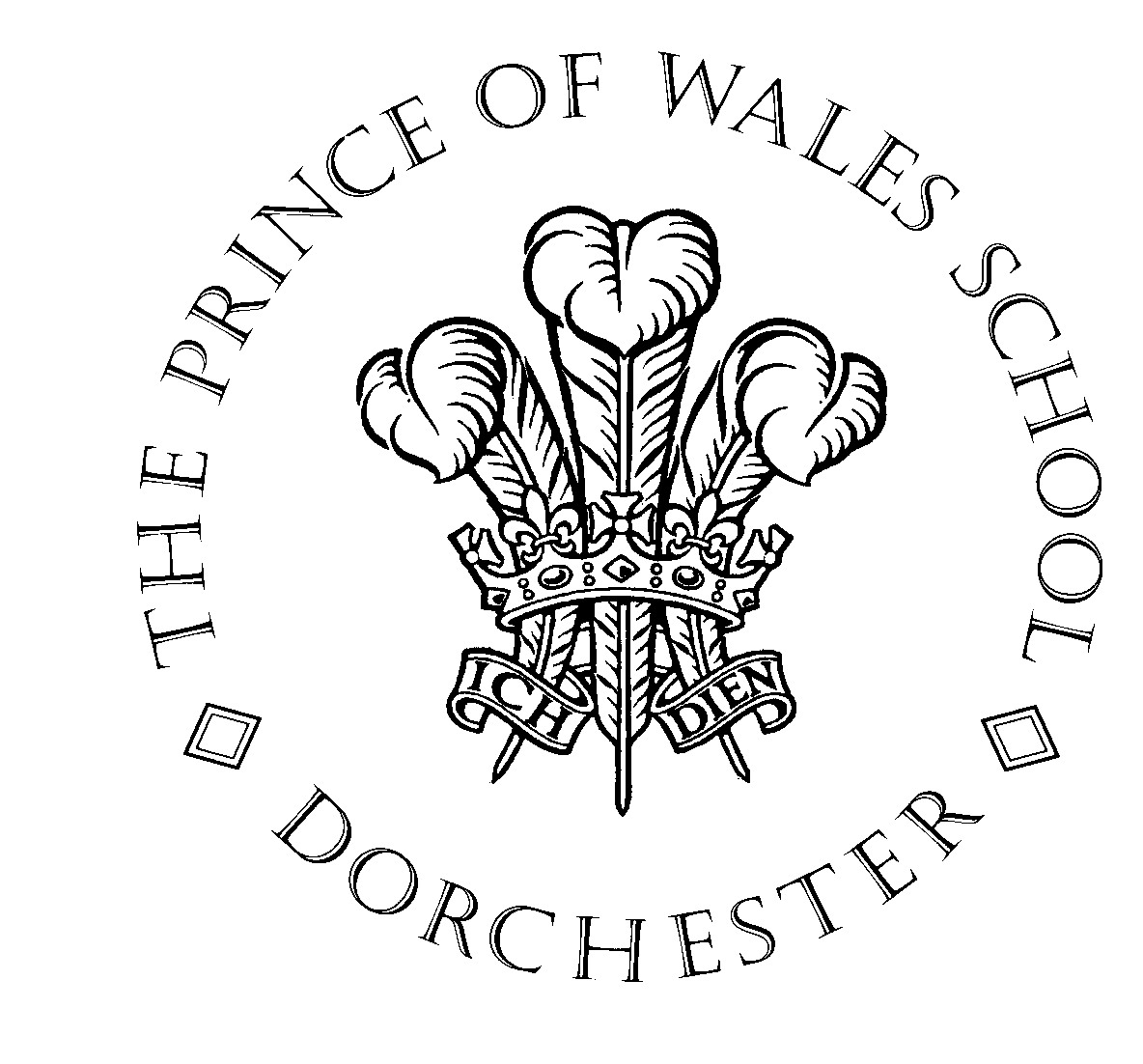
**The Prince of Wales School**

**Anti- bullying Policy**

**INTRODUCTION**

DEVELOPING AN EFFECTIVE CHILD-CENTRED ANTI- BULLYING POLICY

This document has been written by the Head of School, The Prince of Wales First School in consultation with the school community - staff, pupils, parents / carers and governors at the school. The policy places the words and the ideas of the children at the centre of the document so that it can provide the most effective guidance for staff and parents on dealing successfully with bullying.

Through the implementation of this policy the school will be able to demonstrate the impact of its anti-bullying policy and procedures.

The schools acknowledges its public duty to show due regard to eliminate discrimination, promote equality of opportunity and foster good relations between persons of protected characteristics and none (Equality Act 2010). The protected characteristics are:

* Race (ethnicity)
* Sex (gender)
* Disability
* Religion/belief
* Sexual orientation
* Gender reassignment
* Pregnancy/maternity

Bullying is a widespread problem and the school recognises that there are distinct groups of children or individuals who are bullied disproportionately.

At The Prince of Wales School we recognise that a key anxiety for parent / carers is the safety of their child.

The Anti-bullying Policy is a stand-alone policy but it is acknowledged there is significant overlap with the school’s Behaviour Policy.

The responsibility of the school extends beyond the school boundaries and where ‘out of school’ incidents of bullying are reported the school recognises its duty to respond.

**The Prince of Wales School**

Mrs Clare Mewett is the Head of School at The Prince of Wales School.

**1. Roles and Responsibilities**

The Head of School will:

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the Anti Bullying Week 2016 ‘Power for good’ agenda

Teachers, Teaching Assistants, Office Staff and Lunchtime Supervisors are responsible for the day to day implementation of these practices and they will :

1. support the development of an appropriate culture within school
2. support the children who have experienced bullying
3. respond to children who have bullied
4. model appropriate, respectful behaviour

Children in this school will:

1. embrace a culture that respects difference
2. support other children who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above.

**2. Participation**

This policy has been drawn up in consultation with pupils, staff, parents / carers and governors at The Prince of Wales Frist School between October 2016 and February 2017.

**3. The Aims and Objectives**

Our aim at The Prince of Wales First School is to provide a secure, supportive environment within which each child can flourish and develop their full potential. We believe that children can only be effective learners if they feel comfortable and happy within themselves and within their learning environment.

Our school aims are to:

* stop bullying
* protect young children
* support children who are being bullied
* give effective help to bully and victim
* create a policy that all must follow with clear actions to follow and solutions to problems
* provide advice on how to react to different types of bullying
* help communication between parents, professionals, victims and bullies
* make school a happy and enjoyable place for everyone
* promote equality and prevent discrimination
* educate pupils, staff, parents/carers and governors about bullying
* give teachers guidance on how to deal with bullying
* to help children be confident to tell people about what is making them unhappy

As stated in the DfE document 2011 “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies”, the aims and objectives of this policy are to develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying
4. Our children were asked ‘What is bullying?’ and the following is a list of their responses:

Bullying ……

* is when someone is being mean
* makes people sad, scared
* can happen again and again
* it is not very nice
* hurts
* happens on purpose
* is done by someone bigger or more than one person.
* it’s not bullying if it’s not more than once or its accidental.

**WHAT IS BULLYING?**

**“**Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or via the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

**5. Prevention**

We believe our school has a culture that embraces differences and never tolerates bullying.

This culture is supported through:

* + the delivery of an appropriate curriculum – including ensuring positive images of people with protected characteristics, positive role models in history, art, science, media etc.
  + routine activities which provide opportunities for children to talk about differences ie. Circle times, Collective Worship, themed weeks, school events, school visits and lessons.
  + training for staff to ensure a knowledge about diversity and issues associated with bullying
  + the modelling of appropriate respectful behaviour by staff and pupils and other members of the school community.

Our approach will be based upon the ideas outlined above.

There will be a positive response to bullying. Bullying is a serious issue. It cannot be ignored.

Bullying must be addressed. Bullies must have the consequences of their behaviour pointed out to them at an early stage.

Bullying can take the following forms:

\_ verbal abuse

\_ verbal belittling

\_ physical threats

\_ physical assault

\_ exclusion

\_ gangs which exclude and isolate

\_ racial abuse

\_ homophobic abuse

\_ cyber-bullying

It is especially important to be aware of the form of bullying which belittles and denigrates academic achievement.

Most unfortunate behaviour at first school, which parents might see as Bullying, is actually about children coming to terms with playing and working together. The child accused of bullying may have a totally different view of the ‘game’. These incidents need to be addressed just as seriously as they affect other children’s attitudes to school. However, a balance needs to be struck between the need to investigate incidents at lunch and play times and the need to get on with teaching and learning.

Children need to be taught how to communicate very clearly their views about a situation

(eg ‘Look I don’t like this game, please stop it’, or ‘You are upsetting me, please stop it’ or ‘I don’t like this game; if you don’t stop it I will tell an adult’) and also that they must tell an adult ***immediately***. It is no good the child who has been upset waiting 25 minutes to tell the class teacher: this disrupts learning and teaching and does not address the problem. Children need to be encouraged to tell an adult at the time of the problem.

**Approaches:**

* **neve**r tell children not to tell tales
* encourage children to talk about things if they are upset
* talk with the victim: encourage them to talk about it, to tell, to be assertive towards the bully without resorting to violence.
* find out both sides of the argument: do not jump to conclusions.
* talk with the bully: do not shout or threaten but explain:

Victim’s feelings How would you feel?

**The adult then needs to act upon this child’s concern** **seriously and immediately, if necessary by calling upon a senior member of staff at the time. It is essential that problems at play time and lunchtime are dealt with at play time and lunchtime: they must not be allowed to intrude upon teaching and learning time.**

**Consequences of actions (see Sanctions within Behaviour Policy)**

Dig out motives

* **aim to get the bully to realise that what they have done is wrong,** but they can change their behaviour.
* encourage a genuine apology (‘I am sorry for what I did and I will try not to do it again).
* involve Head of School so that serious incidents can be immediately shared with parents

All incidents of behaviour that are treated as Bullying or could be perceived by a parent as Bullying **must** be recorded in the red ‘Behaviour Incident Folder’ based within each classroom.

**6. Responding & Supporting**

All incidents of bullying will result in the Head of School contacting parents of both the victim and the bully at the earliest opportunity and will result in both victim and bully being monitored closely by all school staff both in the classroom and on the playground.

The children talked about who they could go to talk to if something was wrong.

Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care if deemed appropriate.

Specific procedures for dealing with a pupil found guilty of bullying are as follows. Please refer to the school’s Behaviour Policy for further information on possible Sanctions and Behaviour Management Strategies.

**THE 7-STEP APPROACH TO DEALING WITH AN INCIDENT OF BULLYING**

***STEP 1 – Head of School talks to the victim***

*When the Head of School finds out that bullying has happened she/he starts by talking to the victim about what has happened and how they are feeling. She may question the victim about the incidents, and will need to know who was involved, including non-participant spectators. She will encourage the victim to talk about the effects of the bullying, for example how it makes him/her feel.*

***STEP 2 – Head of School meets with the bully and any other children involved***

*The Head of School arranges to meet all the children who have been involved (without the victim present). This may include some bystanders who observed the incident(s) but did not initiate any bullying.*

***STEP 3******– Head of School explains how the victim is feeling and why.***

*The Head of School tells the group about the way the victim is feeling. She might use a picture, story or a drawing to emphasise the victim’s distress. She will discuss the details of the known incidences. She will seek agreement on what happened.*

***STEP 4 – Head of School places the responsibility on the group to change the victim’s feelings from negative to positive****.*

*The Head of School will state that the group must do something about the way the victim is feeling. She will state that it is everyone’s responsibility to ensure everyone feels safe and happy in school.*

***STEP 5 – Head of School and group draw up an action plan to STOP the bullying.***

*What can be done to help the victim feel better, happier in school? Each member of the group will be encouraged to suggest a way in which the victim could be helped to feel happier. The Head of School will seek an agreement on an action plan which clearly sets out the responsibilities of all the members of the group.*

***STEP 6 – Head of School stresses the consequences of not fulfilling their responsibilities as outlined in the action plan.***

*The Head of School ends the meeting by encouraging the children to act now. The Head of School explains the consequences for not changing their behaviour. The Head of School will also tell the group that all school staff will be closely monitoring their behaviour, particularly around the victim on a daily basis.*

***STEP 7 – The Head of School will set a date for a follow up meeting a week later.***

*About a week later the Head of School will discuss with the group, including the victim if deemed appropriate, how things have been going. The Head of School will continue to closely monitor the behaviour of all the children involved and will ask the group to do the same and to report back to her if they see or hear anything that concerns them.*

**7. Reporting**

Our school has a clear system of logging concerns about children which includes gathering information on incidents of poor behaviour in school. This system includes a form within the Behaviour Incident Folder which states ‘Bullying incidents’’. All staff are informed of the need to report incidents of bullying through the use of this form.   
As incidents of bullying are dealt with by a senior member of staff it is the responsibility of that member of staff to fill in this form. In most cases this will be the Head of School.

Bullying Report Forms are kept by the Head of School in the Child Protection File.

8. **Parental involvement:**

Our whole approach to good behaviour is based upon a partnership with parents. Parents will always be informed if we have any concerns about their child’s behaviour so that we can work on it together.

The school expects parents to be fully supportive of the school’s approach to good discipline: this means reinforcing the Classroom Charters, encouraging children to behave well and supporting the school when standards of behaviour are deemed unacceptable. We expect that parents will back up any use of sanctions in the knowledge that our approach is always fair, consistent and based upon respect for the child. It is the behaviour we criticise not the child. If parents do not support the school’s approach to discipline or use of sanctions for their child, then the whole notion of partnership is in jeopardy and it may even be necessary for parents to consider whether this is the right school for their child.

See Home/School Agreement which all parents are asked to sign on an annual cycle.

**8. Evaluating**

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the Anti-bullying agenda. We recognise that success will be associated with satisfaction shown by the children and parents / carers and not necessarily via a reduction in reported incidents. Our schoolwilluse the OFSTED Questionnaire and issue this to parents every year to evaluate the school’s effectiveness at dealing with incidents of bullying. Our school will also use the attached evaluation forms at the end of the year to evaluate specific incidents of bullying reported during the past academic year.

**9. Resources**

Our school is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

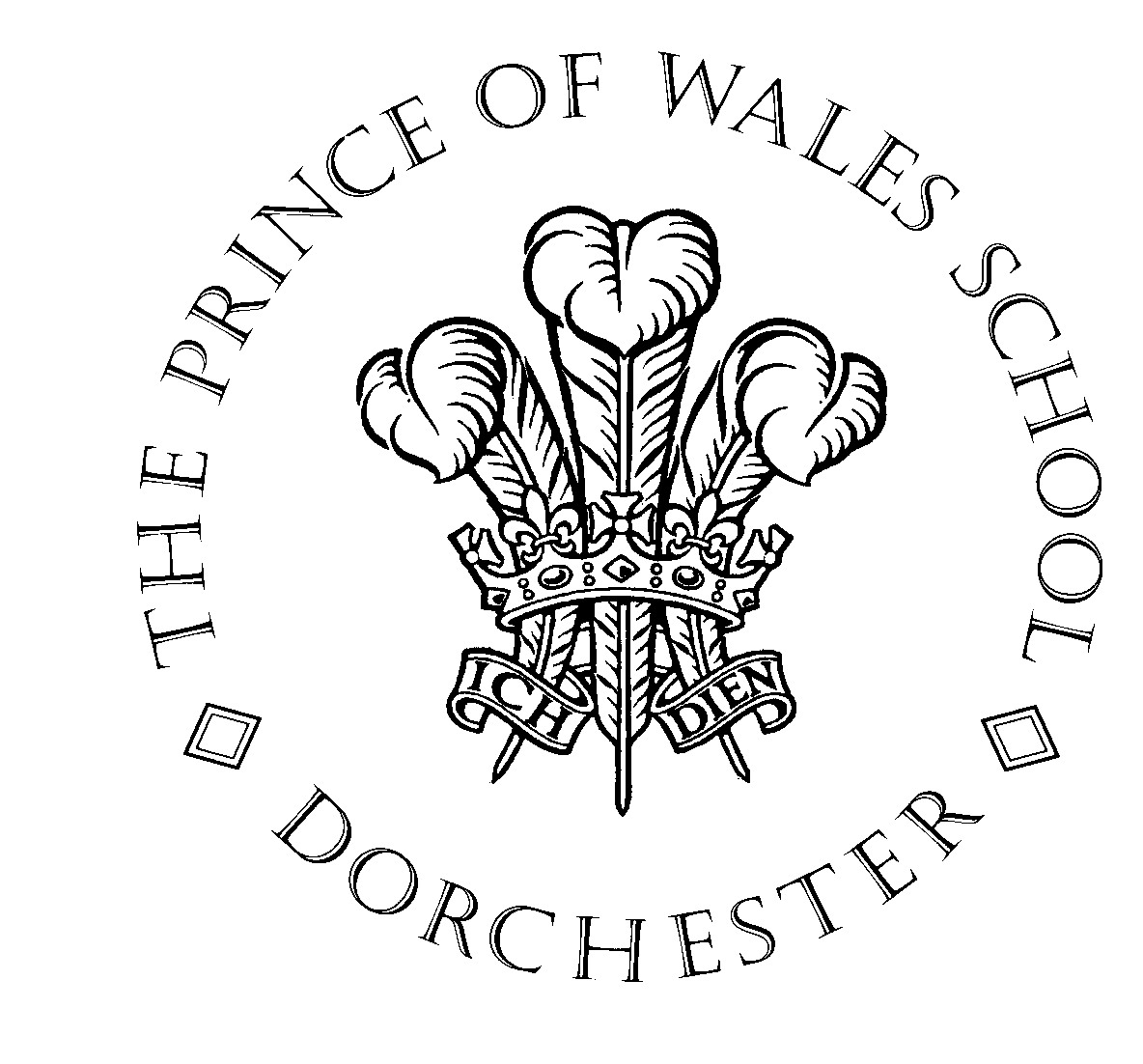
**10. Celebrate**

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and in parent newsletters.

**Attachments**

Bullying Report Form****

List of resources

**The Prince of Wales First School**

**BULLYING REPORT FORM**

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

|  |  |  |  |
| --- | --- | --- | --- |
| Date: |  | Class: |  |
| Name: |  | Staff reporting |  |

|  |  |  |
| --- | --- | --- |
| **Type of bullying/ prejudice related incident:**  **(tick all that apply)** | **Location:** | **Time:** |
| Verbal | Bus | Before school |
| Non verbal |  | Session 1 |
| Physical | Classroom | Session 2 |
| Social/ isolation |  | Morning Playtime |
| Harassment | Playground | Session 3 |
| Hate |  |  |
| \*Gender | Toilets |  |
| \*Race / Ethnicity |  |  |
| \*Disability | Outside school | Lunchtime |
| \*Homophobic |  |  |
| SEN | Taxi | After school |
| \*Transgender |  |  |
| \*Religion and Belief |  | |
| Cyber  Calls / text/ IT network/ websites |  |  |
| Other : | Other: | Other |
| *\*Items asterisked are protected characteristics under the Equality Act 2010.Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents.*  *Schools can access support to address related issues from the EMTAS team (01305 228300).* | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Frequency:** | | | 1x | 2-4x | | 5+ | | | weekly | daily | | +frequently |
| **Target individual / group**  **(tick all that apply)** | | | | | **Perpetrators** | | | | | | | |
| Student | | Vulnerable grp | | | No. 1 2 3 4 5+ | | | | | | | |
| group | | | | | Names | | | | | | | |
| Teacher Staff TA | | | | |
| Other professional visitor | | | | |
| **Summary of incident** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Initial action taken with both parties (and by whom) | | | | | | **Inform** | | | | | | |
| Classteacher | | | |  | | |
| Deputy DSL / SENCO | | | |  | | |
| Parent | | | |  | | |
| Follow up action with both parties (and by whom) & set review date if applicable | | | | | | | | | | | | |
| Review (date) | | | | | | | | | | | | |
| Signed (by person reporting bullying incident ) | | | | | | |  | | | | | |

|  |  |  |
| --- | --- | --- |
| E-logging completed | Date | staff |
| submitted by person who was bullied | Date | staff |

Dear Parent / Carer

I am writing to seek your views on how well the school dealt with the recently reported problem of bullying. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)

1 2 3 4 5

(Not easy) (Very easy)

Comment if we could improve what we did:

How satisfied were you with how the school responded at the time.

1 2 3 4 5

(Not satisfied) (Very satisfied)

Comment if we could improve what we did:

How satisfied were you with the intervention put in place following the incident

1 2 3 4 5

(Not satisfied) (Very satisfied)

Comment if we could improve what we did:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make our school one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Head of School

Dear Pupil

I am writing to seek your views on how well the school recently dealt with the problem of bullying.

Class

M / F

Do you know how to report an incident of bullying? **no / yes**

Do you know what will happen if you report an incident of bullying. **no / yes**

Do you know what support is available for pupils who experience bullying **no / yes**

Do you feel safe at this school

1 2 3 4 5

**No yes**

Please tell us about any improvements we could make within our school with respect to bullying.

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make ourschool one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Head of School

**RESOURCES**

**DfE resources**

DfE Behaviour and Discipline in Schools Guidance:

http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline

**Legislative links**

Schools’ duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006

Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

**Specialist Organisations**

Kidscape: Charity established to prevent bullying and promote child protection. Advice

for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and

assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

**Cyberbullying**

ChildNet International: Specialist resources for young people to raise awareness of

online safety and how to protect themselves.

**LGBT**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to

schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website will be updated shortly to provide links to further information and

organisations on transgender and other issues.

**SEN/D**

Mencap: Represents people with learning disabilities, with specific advice and

information for people who work with children and young people.

**Key Documents**

1. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
2. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
3. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying <http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>

Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)

1. Ofsted. Children on bullying A report by the Children’s Rights Director for England

<http://www.ofsted.gov.uk/resources/children-bullying>

1. Children on Bullying – A Report by the Children’s Rights Director of England OfSTED 2008 [www.ofsted.gov.uk/resources/**children**-**bullying**](http://www.ofsted.gov.uk/resources/children-bullying)
2. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. [www.homeoffice.gov.uk/**equalities**/**equality**-**act**](http://www.homeoffice.gov.uk/equalities/equality-act)
3. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate [www.direct.gov.uk/en/CaringForSomeone/.../DG\_10027594](http://www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594)

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