Anti-bullying Policy

St Edward’s Mission Statement

To love, to serve and learn.

We are a school family journeying together in God’s love.

We serve each other to achieve our best.

We learn in fun and creative ways,

respecting everyone’s gifts.

This policy has been reviewed and updated after considering the following documents:

- Keeping Children Safe in Education 2016
- Recording and Reporting Prejudiced Bullying Incidents  Guidance for Schools and Children’s Services  HBC
Anti-bullying Policy

Principles and Values

Our duty to safeguard and promote the welfare of children, to protect them from maltreatment - ensuring they are safe at school and have the best possible outcome, means that we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

• All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

• All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

• All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

In simple terms, bullying is considered to be, "unacceptable behaviour towards another person - which occurs lots of times, on purpose."

Bullying can be:

• Short term or continuous over long periods of time.

• Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
• Physical: pushing, kicking, biting, hitting, punching or any use of violence
• Racial: racial taunts, graffiti, gestures
• Sexual: unwanted physical contact or sexually abusive comments
• Homophobic: because of, or focusing on the issue of sexuality
• Direct or indirect
• Verbal: name-calling, sarcasm, spreading rumours, teasing
• Cyber bullying: all areas of internet, such as email and internet chat, Twitter, Facebook misuse
• Mobile threats by text messaging and calls
• Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles, etc.

Bullying may be related to:
• Race
• Gender
• Religion
• Culture
• SEN or disability
• Appearance or health condition
• Home circumstances, i.e. young carers and poverty
• Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. Some of the ways this can be achieved are by:
• The size of the individual,
• The strength of the individual
• The numbers or group size involved
• Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

However, regardless of size and strength, any child can be a perpetrator or a victim of bullying.
Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse. Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Bullying has the potential to damage the mental health of a victim.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms For Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
• stops eating
• is frightened to say what’s wrong
• gives improbable excuses for any of the above
• is afraid to use the internet or mobile phone
• is nervous and jumpy when a cyber message is received
• lack of eye contact
• becoming short tempered
• change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

**Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be spoken to about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child’s age and level of understanding). Other consequences may take place, e.g. a parent being informed about their child’s behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Management Policy).

Wherever possible, in the spirit of respect and forgiveness the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, children’s social care (family support worker).

In serious cases - defined as children displaying an on-going lack of response to sanctions, no change in behaviour and an unwillingness to alter their unacceptable behaviour choices, the school may introduce reduced timetables, or even fixed or permanent exclusions.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See Recording Bullying - Appendix 2) and monitored to ensure other bullying incidents don’t take place.

The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

**Prevention**
At St Edward’s we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship
In St Edward’s the Christian ethos and Gospel Values of love, respect and forgiveness means that all staff actively encourage children to treat each other with love and to have respect for each other and for other people’s property.

Kind and polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children’s behaviour.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else’s feelings and always be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use such unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Councillor
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Visit the websites below or ring Childline and follow the advice given
Recording of Bullying Incidents

When an incident of bullying has taken place, staff must record and report each incident.

All cases of bullying must be reported to the Headteacher or the Assistant Headteacher.

General incidences of bullying should be recorded in the 'Bullying and Prejudiced Incidents' file in the office - being sure to use the correct form. See Appendices 1, 2 and 3.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Safeguarding Governor and reported to the Governing Body.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, Mrs Boyde (Assistant HT) or Mrs O’Hare (HT).
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be ‘a bully’ back.

Both of these will only make the problem much harder to solve.
HELP ORGANISATIONS:

Childline  0800 1111  https://www.childline.org.uk

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

https://www.kidscape.org.uk/

http://www.ace-ed.org.uk/advice-about-education-for-parents/tackling-bullying?

http://www.familylives.org.uk/how-we-can-help/confidential-helpline/

http://www.bullying.co.uk/  Tel: 0808 800 2222

Advisory Centre for Education (ACE) 020 7354 8321
Prejudiced based incident / Bullying incident

Procedures to follow after an allegation:

- Investigate - listen to victim, witnesses and alleged perpetrator.

- Follow school sanctions procedures immediately if necessary (i.e. remove perpetrator from area - stand 'on wall'/ stand in corridor/Warning Triangle etc.)

- Check guidance in the 'Recording and Reporting prejudiced Bullying Incidents'.

- Complete the record in the file.

- Complete the summary record in the file.

- Speak to the parents / carers of the victim to inform them. If using the telephone, invite them in to discuss the incident.

- Speak to the parents / carers of the perpetrator to inform them. If using the telephone, invite them in to discuss the incident.

- (If a TA has completed the record form, pass it on to the class teacher to make the telephone calls in the first instance. If this is not the first instance, pass the record on to the AHT to make the telephone call).

- The HT will complete the Summary Form and send to the LA on an annual basis.
### Bullying / Prejudiced - Based Incidents Summary Record

<table>
<thead>
<tr>
<th>Date</th>
<th>Victim</th>
<th>Perpetrator</th>
<th>Witnesses</th>
<th>Person reporting it</th>
</tr>
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<tbody>
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</table>
Unkind Incident Report Form

An 'unkind incident' is one that has deliberately caused hurt (physical or emotional) and / or distress to another person.

Incident date ................................................. Incident time .................................................

Name of person completing this form ...........................................................

Position in school: ........................................ Number of victims ........................................

Details of the incident:

............................................................................................................................................................
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............................................................................................................................................................
............................................................................................................................................................

Details of the victim(s): Name(s) & Yr Group:

............................................................................................................................................................
............................................................................................................................................................

Impact of incident:

No offence intended or taken.

Hurt or distress was caused but offending behaviour unlikely to be repeated.

Hurt or distress caused and person responsible had previously been warned of unacceptable behaviour.

Substantial hurt or distress was caused and/or may be repeated.

Details of the Perpetrator(s): Name(s) & Yr Group:

............................................................................................................................................................
............................................................................................................................................................

Has the victim suffered previous unkind incidents? Yes / No

If yes, over what time have incidents occurred?
Prejudice-based Incident Report Form

A prejudice based incident is ‘any incident which is perceived to be a prejudice based incident by the victim or any other person’.

Incident date ........................................... Incident time ...........................................

Name of person completing this form .................................................................

Position in school: ............................................................................................... 

Number of victims ............................................................................................... 

Did the incident relate to: (circle or highlight)

Disability Race / ethnicity Religion or belief Age

Sexual orientation Transgender identity Gender

Pregnancy / maternity Marital / civil partnership other ..............................................

Was the victim:

Pupil If so, Yr Group .......... Staff Member

Parent Visitor

Other ......................................................................................................................

Type of incident (tick all that apply)

<table>
<thead>
<tr>
<th>Arson</th>
<th>Robbery</th>
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</thead>
<tbody>
<tr>
<td>Damage to property</td>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Offensive mail</td>
<td>Threats</td>
</tr>
<tr>
<td>Physical assault</td>
<td>Verbal abuse</td>
</tr>
<tr>
<td>Discrimination in school</td>
<td>Discrimination in services</td>
</tr>
<tr>
<td>Cyber based</td>
<td></td>
</tr>
</tbody>
</table>

Other (specify): for example - ridicule of culture, offensive graffiti, inciting others to
Behavior in a prejudiced manner, damage to property, refusing to cooperate with a person or persons because of their protected characteristic.

Were there any witnesses to the incident? Yes / No
If yes do you know how to contact them? Yes / No

Location of incident:

- Classroom
- Playground
- Other area in school (specify)
- Outside of school / travelling to school / not in school time
- Other:

Impact of incident:

- No offence intended or taken.
- Hurt or distress was caused but offending behaviour unlikely to be repeated.
- Hurt or distress caused and person responsible had previously been warned of unacceptable behaviour.
- Substantial hurt or distress was caused and the behaviour was based on substantial hostility and prejudice and/or may be repeated.

Victim Details:

Name...........................................................................................................Age.............................................................
Address...........................................................................................................Town............................................................
Postcode................................................Tel:................................................Email............................................................

Ethnic Origin of Victim:

<table>
<thead>
<tr>
<th>White</th>
<th>British</th>
<th>Asian</th>
<th>Bangladeshi</th>
<th>Black</th>
<th>African</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Irish</td>
<td></td>
<td>Indian</td>
<td></td>
<td>Caribbean</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>Pakistani</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
Has the victim suffered previous prejudice based incidents?  Yes / No

If yes, over what time have incidents occurred?
0-6 months  7-12 months  1-5 years  10 + years

Does the victim consider themselves to have a disability under the Equality Act 2010 definition?  Yes / No

Victim's signature: .............................................Date..................................

Perpetrator Details: How many perpetrators were involved in this incident?
Does the victim know the perpetrator?  Yes / No

State name if known .................................................Age................Religion: .................................
Gender: ............Sexuality.....................Transgender?..............Disability?..............................
.Address.................................................................................Town...........................................................
Postcode........................................Tel:................................Email.........................................................

Has the perpetrator been involved in previous incidents involving the victim? Yes / No

Ethnic Origin of perpetrator:

<table>
<thead>
<tr>
<th>White</th>
<th>British</th>
<th>Asian</th>
<th>Bangladeshi</th>
<th>Black</th>
<th>African</th>
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<td></td>
<td>Irish</td>
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<td>Other</td>
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<td>Pakistani</td>
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<td>Other</td>
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<td>Other Asian</td>
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<td>Mixed</td>
<td>White and Black</td>
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<td>African</td>
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</table>

Was the incident reported by the victim?  Yes / No

If no give details of the person reporting the incident .................................................................
Has the incident been reported to the Police or any other agencies?  .........................................................

(Specify)........................................................................................................................................................................

What action has been taken by the school/agency?  .........................................................

........................................................................................................................................................................

Outcome: ........................................................................................................................................................................

Has the victim been informed of the outcome?  Yes / No

How many perpetrators were involved in this incident?

1 / 2-5 / 6-10 / 10+  Pupil?  Yr Group.......  Staff?  Visitor?