

ANTI-BULLYING POLICY

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.

Introduction

Compton All Saints' is a school where the attributes of learning and friendship are of equal value. Our relationships are our greatest strength. They motivate us and sustain us in providing the best learning and nurturing environment we can, for children and adults alike.

At Compton we believe that everyone can shine and that our school should be a place where all learners have the encouragement, support and opportunity to do just that.

Purpose

The purpose of this policy is to make clear what bullying is, and what it isn't. It describes the expectations of the school in terms of the way children treat each other, and outlines the procedures we follow when bullying occurs.

Compton Primary School supports the guidelines issued by Hampshire County Council: 'Anti-bullying Guidelines for Schools'.

Aims

- To define bullying and help children towards an understanding of its effects.
- To ensure that children know that bullying is unacceptable.
- To respond to the needs of children who have been bullied and of those children responsible for the bullying.
- To reduce the likelihood of bullying occurring.
- To show that we are a caring school.
- To ensure that everyone in school is treated and treats each other with compassion and respect at all times.
- To provide opportunities for pupils to express their worries and for them to be aware of the support available.
- For staff, parents, carers and pupils to feel confident that a consistent approach will be taken and that concerns will be always treated seriously and sensitively.

Definition

The majority of incidents between children are managed and dealt with in line with the school's behaviour policy. These may be a result of a conflict between children or one child being unkind to another. However, there are times when we may identify a situation as 'bullying' rather than other types of behaviour. To help with this, we use the following definition:

Bullying is not a one-off, aggressive act. It is a deliberate act of unacceptable behaviour which is carried out repeatedly, intending to hurt either physically, psychologically, socially or verbally. It results in fear and unhappiness, isolation and the feeling of being powerless on the part of the victim.

We recognise that the main types of bullying are:-

- physical - hitting, kicking, taking belongings;
- verbal - name calling, making insulting remarks;
- indirect/emotional - spreading nasty stories, exclusion from social groups;
- cyber - all areas of the internet, such as email & social media applications, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities;

and that any of these can occur through prejudice and intolerance relating to race, religion, culture, sexuality, disability and special educational needs.

It is the school's view that all members of the school have a responsibility to ensure that bullying does not happen. Pupils or others in school who stand by and do not report it are complying with it.

Prevention of bullying

At Compton, our key strategy for preventing bullying is by modelling compassionate, respectful relationships and giving children every opportunity possible to make good choices - and fresh starts when necessary.

In addition, we do everything we can to prevent bullying through:

- A programme of PSHE
- Regular reference to the school's core values
- Recognition Boards, which children (and adults) use to identify and celebrate positive behaviours and which are directly linked to the success and happiness of classroom life.
- Regular discussion and use of stories, for example in school and class assemblies, and during circle time.
- Encouraging co-operative behaviour in group learning situations across the whole curriculum.
- Monitoring of playground by staff and children themselves.
- Involvement in Anti-Bullying Week through assemblies and classroom activities.
- Regular meetings between the HT and lunchtime supervisors to discuss issues and review strategies and procedures.
- The head teacher's regular presence on the playground at morning drop-off times.
- The implementation of our Social & Cultural, Spiritual and Moral policies.
- The implementation of our School Behaviour policy.
- The implementation of our ICT Acceptable Use policies.

Identification of bullying

We acknowledge that if bullying occurs:

- It is more likely to occur on the playground than in class, although it can occur anywhere;
- Not all children are confident to report incidents of bullying to teachers and that they more often talk to parents/carers about it.

Therefore, in addition we:

- Make time to listen to children.
- Encourage parents to share their concerns with staff and the headteacher.
- Are aware of those children who might be at risk of being bullies and/or victims.
- Notice changing behaviour patterns in children.
- Raise concerns about particular children through discussion at weekly staff meetings and report them via the school's Child Protection Online Monitoring System (CPOMS.)
- Are observant on the playground.
- Provide regular liaison, feedback and training with support staff and those on any playtime duty.
- Keep a 'worry box' in classes for anonymous reporting of concerns.

Response to incidents

When an incident of bullying occurs it is important to remember that it is the behaviour that is unacceptable, not the child.

Our response would follow the pattern outlined below:-

- Interviews with all those involved (victim, perpetrator(s), witnesses) either separately or in groups or both. These interviews would aim to establish what had happened and when. They would also seek to ensure that all parties were fully aware that the issue was now in the open and of the consequences and effects of any bullying that had taken place.
- Discussion with parents of all those involved, where applicable.
- Agreement of actions in line with the school's Behaviour and Anti-Bullying policies.
- Application of sanctions in line with the school's Behaviour Policy.
- Identifying the support available – eg support from an ELSA (Emotional Literacy Support Assistant.)
- Allowing time for the individual or group to work through any behaviour plans, monitoring carefully.
- Follow-up meetings with children as necessary, depending on behaviour and how it has been modified.
- Follow-up conversations and updates with parents/carers to monitor situation.

NB. Where the behaviour of a pupil seriously violates the school rules or where the continued presence of a pupil is a serious threat to the safety and well-being of others, it may be considered necessary to exclude that pupil. This may only be carried out in accordance with the principles and procedures set out in guidance from the Department for Education. Direct contact will be made with HCC's Inclusion Service for guidance on implementing the exclusion process.

A record of action taken and the outcomes will be recorded on CPOMS by the headteacher and is regularly reviewed by Governors.

Parents

If bullying occurs, it is essential that school and parents work together to solve the problem. Conversation and early intervention are key strategies and Compton offers this guidance to parents for dealing with bullying:

- Talk to your child about what bullying is, and what bullying isn't.
- Talk to your child about different types of bullying, especially cyber-bullying, which can be less obvious and may be less likely to be reported.
- Help him or her to develop strategies for dealing with confrontational or upsetting situations.
- Encourage your child to talk about an incident, but be patient as she or he may be distressed.
- Remember that children recount distressing incidents through their own perspective, usually how it made them feel. Other viewpoints must be sought and considered. Also, there is usually a considerable difference in the articulation of issues between KS1 and KS2 children.
- Stay calm but reassure your child that you are sympathetic and will seek a solution.
- Try to help your child to see the difficulty as a problem that can be solved.
- Ask your child if they can see ways of changing things.
- Talk to school about the bullying and work with us to improve the situation.
- Refer to websites such as ChildLine (www.childline.org.uk) and the NSPCC (www.nspcc.org.uk) for guidance and support.
- Help everyone to keep things in perspective and have a sense of proportion in the situation.

Signed Headteacher:

Date:

Signed Chair of Governors:

Date:

