

## **St John's CE First School Anti-Bullying Policy**

*As a Church of England School we are guided by our Christian values in supporting the learning of all our children.*

*St John's CE First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC).*

The lead person with responsibility for developing this policy is **Mrs J Hancock**

Date issued: **21.2.18**

Date to be reviewed: **21.2.20**

### **1. Roles and responsibilities**

The lead person 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 agenda

Class / form teachers are responsible for the day to day implementation of practices and they will

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

Children / young people in this school /setting will

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

Governors are responsible for monitoring the above

### **2. Participation**

At every stage in the development of this policy recognition has been given to the importance of ownership. The children / young people, staff, parent / carers, governors and other members of the community have been involved in

1. the development of the policy
2. the implementation of the policy
3. the evaluation of the policy

St John's has undertaken many activities to ensure that children have had opportunities to develop, implement and evaluate the policy:

- Meetings with parents and governors
- Questionnaires for home
- Questionnaires at school
- Assemblies
- School and class councils
- Posters
- Pamphlets
- Liaison with other schools

### **3. The aims and objectives**

Our school / setting asked children / young people what they felt the purpose of an anti-bullying policy should be and they responded

Responses to 'What is the purpose of an anti – bullying policy?'

- We don't want anyone to be hurt, inside or outside.
- To stop people making others sad or unhappy
- To stop people doing unkind things again and again
- To help people do the right thing
- To make our school as outstanding as it possibly can be
- It gives us a better understanding of how to stop it
- To encourage people to talk about bullying and to tell a grown up and not join in
- So that families can read it and be aware that we know what bullying is and help us try to stop it

The aims and objectives of this policy are to develop and maintain

1. a culture of respect where difference is valued( through its values, promote equality and diversity in line with the requirements of the Equality Act 2010 - See Equality Act Statement- WAT)
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidents of bullying

### **4. Defining bullying**

Our school / setting asked children / young people to define bullying and they responded that bullying is

These definitions have been created by the school council after extensive work with class councils and governor and parent representatives

KS1:

Bullying is being mean to the same person again and again and making them unhappy.

KS2

Bullying is when you are being hurt, teased or threatened by the same people or person, again and again.

## 5. Prevention

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- o the delivery of an appropriate curriculum. Further details can be found in our Long and medium term plans where opportunities to ensure positive images and role models are used to develop the children's understanding of equality and diversity in a climate of respect and tolerance. A system for talking to pupils about similarities and differences include Collective Worship, dedicated events, Jigsaw lessons and RE.
- o training for staff to ensure a knowledge about diversity and issues associated with bullying
- o the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

## 6. Responding & Supporting

Our school asked children about the type of support they would like and they responded

Support they would like:

- Posters telling you what to do
- Pamphlets to explain what bullying is
- School Council annual questionnaire
- Class worship for KS1 and KS2 to help younger children understand what bullying is and the older children can understand about phones and emails
- Help for the bully as well as the victim – we must listen to everyone
- Everyone to feel they can and must make a difference
- Make sure that everyone realises that if we all stick to the Sparkle Charter then we won't have any bullying at St John's
- Update the posters etc every 2 years – like the charter
- People to keep checking it isn't happening again

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child young person who has been bullied and identify the type of support they feel they need
2. Listen to the child young person who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly

4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the school's recording forms and involve outside agencies as appropriate.

### Procedures – Victims

- School Staff will promote Child Line and posters will be displayed in visible areas around school
- emotional literacy support, to build self-esteem and confidence, where appropriate involving other children without identifying the child as a victim
- work with parents whenever the need arises, providing support and setting up home-school joint strategies
- build the child's social skills and develop appropriate friendships / peer relationships
- ensure that the child knows that they can talk to any adult about ongoing concerns, and that adults will listen, take them seriously, and report concerns accordingly

### Procedures – Bullies

- raise awareness of what bullying is, and ensure they know that it is unacceptable and not tolerated at St John's CE First School or in the wider world
- emotional literacy support to build self-esteem and confidence, where appropriate involving other children
- work with parents to explore any related issues around the bullying behaviour, providing support for the family if appropriate
- build the child's social skills, and develop their empathy and friendships
- if appropriate, involve the bully in a structured programme to modify their behaviour with input from outside agencies as necessary

### Strategies to raise awareness, self esteem and confidence

- a) as part of circle time, discuss how people are different from each other in an open and non-judgemental way, so that children understand that diversity is normal and good, and that all humans are of equal worth: diversity is a core school value
- b) use role play / drama to explore how language can be used to build or remove barriers and to help children understand the feelings of the victim and the bully in conflict situations
- c) positive use of praise including stickers, tokens and certificates for children positively reflecting our school values.

### Home School Links

Staff will be sensitive to the feelings of the parents of both the victim and the bully and will respect confidentiality.

- a) home / school contact books may be used to facilitate regular communication
- b) the school will support parents and will positively encourage their involvement
- c) regular meetings may be held with parents to discuss progress so that the child understands that we are all supporting each other
- d) with agreement from parents, the school will contact and involve other agencies (e.g. through the CAF process if appropriate) and/or advise parents on other agencies to contact for support

### Raise the child's social skills

- a) through circle time
- b) all staff to encourage - awareness and appreciation of others - good manners and respect for adults and for each other - self-control / self discipline - responsibility for the school and its environment - socially acceptable behaviour in school - truthfulness and honesty
- c) the staff will remind children that all pupils are expected to behave in a responsible manner both to themselves and to others, showing respect for people and property at all times.

### Personal, Social and Emotional Support

- a) teach and encourage children to play appropriate games
- b) allocate specific friends – if appropriate or necessary
- c) use I Can Problem Solve strategies

Involving bullies changing their behaviour

appropriate support will be developed for each child requiring this on an individual basis with the child, parent, class teacher, SENCo and Head of School. This will be recorded and carefully monitored until the behaviour of the child has improved over a designated period of time

### Child Protection

Under the Children's Act 1989, a bullying incident can be addressed as a child protection concern whenever there is cause to suspect that a child is suffering, or is likely to suffer, significant harm. As Designated Senior Person for Child Protection, the headteacher can take such concerns forward. See Safeguarding and child protection policy.

## **7. Reporting**

Our school has a clear system for gathering information about what is happening within school. Each class has a Behaviour log folder which includes individual records these ensure outcomes and actions are monitored and evaluated effectively. The system is communicated through regular updates at Staff briefings.

## **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 children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

## **9. Celebrate**

Our school will publish the results of evaluations at staff meetings, school council meetings, Academy Committee Member meetings, parent newsletter and the school website.



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**WIMBORNE**  
Academy Trust

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