Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
RG9 4DN
0118 940 2024
office.3810@shiplake.oxon.sch.uk

'Don`t be jealous or proud, but be humble and consider others more important than yourself'

Philippians 2:3

Shiplake Church of England Primary School

ANTI-BULLYING POLICY (full policy)

DEFINITION

There are almost as many definitions of bullying as there are incidents.

In our partnership of schools we have agreed that bullying is making someone feel unhappy by causing physical and/or emotional pain resulting in the need to avoid a place or person. We believe that bullying is intentional, deliberate and repetitive and is a wilful act to diminish one person to the advantage of another. Bullying is a conscious abuse of power.

Bullying is deliberately acting in a way which harms a person physically, socially or emotionally. Bullying is NOT having a single argument or fight with someone. It isn't saying something bad to someone once, when you are angry. Bullying goes on deliberately (on purpose) over a period of time (Social, Emotional Aspects of Learning (SEAL) definition).

EQUALITY ACT 2010

This policy references the Equality Act 2010 and vulnerable groups including disabled children, children with SEND, those who are or perceived to be LGBT, race and faith minority groups, sexist and sexual bullying.

GUIDING PRINCIPLES

All pupils in our partnership of schools have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to speak if bullying occurs.

All complaints of bullying will be treated seriously and will be acted upon in accordance with practice agreed by the partnership.

No complaint of bullying will be regarded as "telling tales".

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We will act promptly when bullying occurs and records will be kept of all incidents regarding bullying.

Wherever possible and when appropriate we will develop pupils' understanding of bullying through the academic curriculum, the personal, social and health education programme and through the spiritual and moral education programme.

All members of the school community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them.

The partnership policy will be monitored and reviewed annually and appropriate changes will be made when necessary at the primary liaison meeting each September.

We are aware that adults can be bullies without realising it. We will guard against being bullies ourselves.

IDENTIFYING BULLYING

Possible indicators of bullying:

- Sudden patterns of absence when school attendance has not been a problem previously.
- Unexplained changes in a pupil's personality e.g. a normally outgoing pupil becomes sullen or morose. Some pupils respond to bullying by becoming uncharacteristically aggressive themselves.
- Passive acceptance of inappropriate behaviour and/or language toward them.
- Pupils' possessions go missing or work is defaced or homework is not completed and handed in.
- A decrease in a pupils' progress and levels of achievement which are not easily explained.
- A pupil who stops dong a favourite activity previously enjoyed.
- Taking a long time to find a coat at home time or other displays of a reluctance to go home.
- Anxiety – may show itself as stomach ache or headache.

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- A pupil who takes a long time eating his/her lunch and an unwillingness to go out at lunchtime.

- Pupils who stay close to member of staff at lunchtime when this has not been the case previously.

This list is not exhaustive, neither is it always complete evidence that bullying is taking place. Staff should use their professional judgment when making a decision to take matters further.

GUIDELINES FOR PUPILS

If you are being bullied here are some things you might want to try.

1. Most important of all is to tell someone you trust.
2. Get together with some friends and say something like "can't you hear me telling you to go away". This is not easy but worth a try and you may need to practice it first.
3. If possible, avoid being alone in those places where you are more likely to be bullied.
4. Practice walking quickly and confidently.
5. Keep telling yourself that it is not your fault and you do not deserve it.

GUIDELINES FOR PARENTS

If you are concerned that your child is being bullied the following may help.

1. In the first instance parents should contact the school and talk to a member of staff.
2. Encourage your child to talk about it but be patient.
3. Stay calm.
4. Try not to dwell on the sensitive issues.
5. Reassure them that you understand and will support them.
6. Discuss with your child the kinds of things that he/she would like to happen now.

TYPES OF BULLYING

There are various types of bullying that our partnership needs to be aware of.

- Non-verbal gestures which are meant to threaten and intimidate.

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- Verbal bullying e.g. name calling and teasing. This can be racial, personal or cultural and often causes deep distress.
- Physical bullying which is sometimes dismissed as playing.
- Making demands on another pupil for money or other items e.g. calculators, pens etc.
- Excluding pupils from games and other activities e.g. sending friends "to Coventry" or other kinds of isolation.
- Cyber bullying.

GUIDELINES FOR STAFF

- When dealing with incidents of bullying make frequent references to the partnership's anti-bullying policy.
- Continue to deal with all anti-social behaviour when it is reported or observed in accordance with agreed practice. Supervise pupils positively making frequent reference to their good social behaviour.
- Act as a role model for pupils in your interactions with others around the school.
- Use the personal, social and health education programme to discuss feelings and emotions with pupils.
- Challenge all racist or sexist language.
- Listen to pupils and act promptly on what they say.
- Be firm and consistent.

SANCTIONS WHICH MAY BE USED

- Apologise to the victim(s) verbally or in writing.
- Lose privileges
- Lose playtimes (stay with class teacher, do extra work).

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- Spend playtimes and lunchtimes with an adult.
- Parents will be invited in to the school.
- Be removed from class and work in isolation.
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bulling to occur. These can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Each class agreeing on their own set of class rules. An Anti-Bullying charter.
- Anti-bullying Ambassadors : 2 students from KS1 and 2 from KS2. All children know who these are - identified with posters around the school and by hosting antibullying week.
- Making national anti-bullying week a high-profile event each year.
- Raising awareness through regular anti-bullying assemblies
- Circle time on bullying issues
- Setting up a circle of friends support network where a small group of children volunteer to help and support an individual who is experiencing difficulties.
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.

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- Prominently displaying anti-bullying posters produced by the children around the school.
- Introduction of a confidential "Worry" box where children and parents/guardians can write and post their concerns and ideas.
- Using praise and rewards to reinforce good behaviour.
- Encouraging the whole school community to mode appropriate behaviour towards one another.

RESOURCES

The following list of resources is not exhaustive but will support any preventative and interventionist work around the issue of bullying the partnership may want to do with staff and pupils.

Most schools should have copies, or can access, any of the following:

Book Title	**Author**	**Publisher**
Bullying: Don't Suffer in Silence	(An anti-bullying pack with video)	DfEE
Bullying: A Positive Response	Delwyn Tattum and Graham Herbert	Cardiff CIHE

Also available are:

Book Title	**Author**	**Publisher**
Bullies and Victims in Schools	Valerie Besag	Open University Press
Bullying A Community Approach	Brendan Byrne	The Columba Press

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Personal and Social Education for Primary Schools through Circle Time	Mollie Curry and Carolyn Bromfield	NASEN Publications
Bullying a Practical Guide to Coping For Schools	(Ed) Michele Elliott	Longman (with Kidscape)
Tackling Bullying	Fay Howe and JimTuthill	NSPCC
Helping Children Cope with Bullying	Sarah Lawson	Sheldon Press
Action against Bullying	Margaret Johnstone	The Scottish Office
A support Pack for Schools	Pamela Munn and Lynne Edwards	Education Dept
The Causes of Aggression	Vida Pearson	PAVIC Publications 9 Sheffield Hallam University
The No Blame Approach	Barbara Maines and George Robinson	Lucky Duck Publications
No Bullying Starts Today	Barbara Maines and George Robinson	Sheldon Press
Bullying at School	Dan Olweus	Blackwell
Say no to Bullying	Positive Behaviour Project	Leeds City Council Department of Education
Tackling Bullying in Your School	(Ed) Sonia Sharp and Peter Smith	Routlege
Bullying An Annotated Bibliography of Literature and Resources	Alison Skinner	Youth Work Press
Let's Mediate	Hilary Stacey and Pat Robinson	Lucky Duck Productions

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Anti-Bullying A Whole School Approach	Maggie Stockton	Daniels Publications (Folens)
Helping the Aggressive Child	Alan Train	Souvenir Press

WHEN BULLYING HAS BEEN OBSERVED OR REPORTED A BULLYING INCIDENT FORM NEEDS TO BE COMPLETED AND THEN THE FOLLOWING STEPS CAN BE TAKEN IN ACCORDANCE WITH AGREED PRACTICE (THESE STEPS MAY DIFFER SLIGHTLY ACCORDING TO THE SPECIFIC CIRCUMSTANCES):

Step 1: Interview with the victim

- Talk to the victim about their feelings….use poetry or stories if it helps
- Do not go into detail about the incident……try not to "chase the truth"
- But you do need to know who is involved
- Tell the victim what you are going to do.

Step 2: Convene a meeting with those involved:

- Try to create a balanced group e.g. you may want to include bystanders/friends
- A group of about 6-8 pupils usually works well
- It is better if the victim is not present

Step3: Explain the problem:

- Tell the group how the victim is feeling
- You take ownership of the problem on the victim's behalf
- Try not to allow the group to become involved in discussing the incident(s)

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Step 4: Share responsibility

- Explain that there is a problem that everyone can help to resolve
- Ask the group for their ideas
- Each member of the group should be encouraged to offer a suggestion
- It should be something that they can do as individuals
- All ideas should be positive

Step 5: Pass responsibility for action to the group

- Encourage the group to go away and try out what they have suggested
- Do not try to extract promises but have high expectations
- Arrange to meet with them again.

Step 6: Meet them again

- Wait for about a week
- See them individually
- Make sure you find out from the victim how things are going.

Remember:
This is not therapeutic intervention. The meetings should be incisive and challenge pupils to think about the effects of their behaviour. Keep notes of the discussions you have with pupils. **If the bullying is violent and constitutes an assault then other measures, in line with school policy, should be taken and pupils should be warned that this will be the case.**

IF YOU HAVE ANY CONCERNS REGARDING ASPECTS OF THIS POLICY OR ANY INCIDENTS IN SCHOOL, PLEASE CONTACT EITHER;

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- **YOUR CHILD'S CLASS TEACHER**
- **THE ANTI-BULLYING LEADER – MRS SARAH THOMAS**
- **OR THE HEADTEACHER – MRS KATHERINE PAGE-HOWIE**

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