



Reigate
Parish Church
Primary School

Anti-Bullying Policy: a “Good Friends” Approach

Approved at CS&L committee: October 2016

Updated: October 2016

Review date: October 2017

Who we are

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

Our Aims

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Values

Our guiding principles, which stem from our Christian faith, are: **‘Faith, Hope & Love’**

These are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.
8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

Anti-Bullying Policy: a “Good Friends” Approach

Reigate Parish Church Primary School is expanding to become a two-form 420 place school for children from 4 to 11 years old. Year 3 were admitted in September 2016.

The school has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment where children, of any faith or no faith, learn to flourish in a setting shaped by Christian values. We welcome applications from all members of the community and expect all parents to respect the Christian ethos of the school and its importance to our community.

This policy should be read in conjunction with the Behaviour Policy.

At Reigate Parish Church Primary School in line with 'Every Child Matters' we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We want pupils to feel safe in school and for them to understand the issues relating to safety, such as bullying so that they feel confident to seek support from school should they feel unsafe.

DEFINITION

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may take the form of and include,

- Threatening to hurt, demanding things, damaging property, name calling or excluding someone
- Any comments to anybody because they are different, ie. hair colour, etc. (or perceived to be different)
- Bullying related to an individual's disability (including special needs), race, gender or faith
- Racist Bullying
- Homophobic Bullying
- Cyberbullying

(DCSF 2007 and Surrey County Council)

Bullying is different from disagreements or other difficulties experienced in childhood relationships.

STATEMENT

Bullying behaviour, in any form, will not be tolerated at Reigate Parish Church Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community and it will be dealt with immediately. We will talk to the person who had been bullied and the person who is displaying bullying behaviour. We have adopted the restorative approach and use this system as a way of admitting what behaviour was wrong and repairing the situation. Every child has the right to feel safe and happy in school and the school community works collectively to ensure this happens.

AIMS

To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying behaviour.

To offer an environment which is challenging and exciting where children are encouraged to take risks and everyone has the chance to be involved in the social and educational opportunities offered by the school.

To report, record and monitor all instances of bullying behaviour.

To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken. Bullying behaviour is less likely to occur in schools where the problem is recognised.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school and can result in "emotional abuse." Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources':
<http://www.childnet.com/>

Additional DfE advice for headteachers can be found at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

A RESTORATIVE APPROACH TO BULLYING BEHAVIOUR

A restorative approach seeks to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. Its aims are for the child(ren) to take responsibility for their actions and for them be aware of the impact of their actions on another child emotionally, socially and physically.

If bullying behaviour is apparent a 'restorative meeting' will take place which allows both children to explain what has happened to an objective facilitator (this may be a member of senior leadership, class teacher or a support staff member).

The meeting follows guidance from Surrey where the feelings of both individuals are discussed and the implications of what has happened affects others. The facilitator of the meeting holds the position of using the information they have heard to identify the needs of each of the children involved, therefore enabling them to agree with the individuals an effective way of repairing and moving on from the incident. A review meeting is held if necessary. Details of all meetings are stored in the 'Restorative Meetings' folder in the staff room. All staff have received training using this approach.

Following the restorative meeting an appropriate sanction will be put in place (please see below).

We would talk, separately, to parents of both the child who was carrying out the bullying behaviour and to the child who was experiencing the bullying behaviour. We would have follow up conversations and meetings where necessary.

POLICY DEVELOPMENT

This policy was formulated in consultation with the whole school community with input from members of staff, governors and children.

A POSTIVE APPROACH TO PROMOTE “GOOD FRIENDS”

We have assemblies that promote the Christian values of the school.

Our Personal, Social and Health Education (PSHE) lessons promote self-esteem, security, identity, belonging, purpose and competence.

We have the schools' rules to encourage care, politeness, respect and honesty.

We have Anti-Bullying / Friendship Focus Days to encourage children to recognise their own qualities and those of others, to discuss friendships and to explore feelings.

The school's pastoral routines foster care between the children and are a way for all staff to know about any difficulties children are experiencing.

We have effective routines for promoting purposeful play and learning. As well as good organisation, supervision is important in preventing bullying. All members of staff have a responsibility to listen and respond to children's concerns and to help them to manage conflicts and disagreements appropriately.

The Anti Bullying Charter is displayed in the school's entrance and is updated annually by the School Council.

We have a playleader every lunchtime outside playing games with the children, we have year 2 children as our playleader helpers and buddies and we operate in art options for children every day. Our Senior Mid Day Supervisor is not attached to a class and is therefore an additional adult outside.

ACTION AGAINST BULLYING

For the adult

Take bullying behaviour seriously and investigate the facts of any incident. Record the concerns including specific incidents.

Support children who have experienced bullying behaviour from another individual.

Encourage those displaying bullying behaviour to understand the effects of their actions and help them to change their behaviour.

Promote a shared approach with parents/guardians.

For the child

Walk away and talk to an adult.

Be careful about teasing or personal remarks.

PROCEDURES FOR DEALING WITH BULLYING

1. Allow "cooling off" time for pupils involved where appropriate.
2. Talk with all the children involved individually using a 'no blame' approach as this raises awareness and increased understanding. It is also important that children are encouraged to develop strategies to manage their own behaviour, respond to conflict and to develop good relationships with others. This will come through the restorative approach meeting.
3. It may then be appropriate to discuss behaviour together and obtain apologies (either separately or together).
4. If appropriate, allow the children involved to share their feelings with each other.
5. In certain circumstances, sanctions will then be applied, see behaviour policy and below.
6. Ensure that all incidents of bullying behaviour and procedures are followed and recorded.
7. Parents of all pupils will be notified and involved.
8. Following initial procedures, systems will be put in place to monitor the effectiveness of agreed strategies and to deal with any continuing concerns.

When we are dealing with a bullying incident the procedures above and sanctions below are used as appropriate to the situation.

SANCTIONS AVAILABLE

1. Withdrawal from some or all of playtime (which may involve writing a letter of apology).
2. Referral to senior staff.
3. Withdrawal from representing the school.
4. Withdrawal from favoured activities.
5. Withdrawal of privileges.
6. Exclusion from peers.
7. Request help from Educational Psychologist.
8. Exclusion from school.

Pupils involved in incidents will be informed of the sanctions carried out and the reason why. Staff supporting such pupils will also be informed. Parents will be notified as well.

The Headteacher will report on any bullying incidents to the Governors annually.