



*Providing the keys to success for every child*

## **Whole School Policy on:**

# **Anti-Bullying and Anti-Social Behaviour**

**Head Teacher: Miss L Williams**

**Kent County Council**

<b>Document Title:</b>	<b>Policy – Anti-Bullying and Anti-Social Behaviour Policy</b>
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<b>Prepared by:</b>	<b>Miss L Williams (based on KCC Model Policy)</b>
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## 1 Objectives of this Policy

This policy outlines what Palm Bay Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

## 2 Our School Community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate<sup>1</sup>.

## 3 Definition of Bullying

DfE Definition:

Bullying is ***“Behaviour by an individual or a group, usually REPEATED over time, that intentionally hurts another individual either physically or emotionally.”***

OFSTED Definition:

Bullying is ***“Aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.”***

When a person's or a group of people's behaviour, over a period of time, leaves someone feeling one or more of the following: Physically and/or mentally hurt or worried; unsafe and/or frightened; unable to do well and achieve; 'badly different' alone, unimportant and/or unvalued; unable to see a happy and exciting future for themselves; then **it COULD be bullying**. When a person, or group of people has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, **then it IS bullying**.

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<sup>1</sup> Adapted from: **Bullying – A Charter for Action, DCSF.**

<http://www.beyondbullying.com/uploads/84cac46900ea26030075093.pdf>



## **4 Forms of Bullying Covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to LDD (learning difficulties or disability).
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

## **5 Preventing, Identifying and Responding to Bullying**

The school community will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff and Teaching Assistants to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying.
- Through the Playground Policy: create quiet zones for more vulnerable children; and actively engage 'play leaders' and peer mediators throughout the playground.
- Use a variety of techniques to resolve early friendship issues and any occurrences of deliberate bullying.

## **6 Involvement of Students**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.



## 7 Liaison with Parents and Carers

We will:

- Ensure that all parents / carers know who to contact if they are worried about bullying (Appendix A provides details).
- Ensure all parents know about our complaints procedure and how to use it effectively.
- Ensure all parents / carers know where to access independent advice about bullying.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.

## 8 Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding procedures
- Confidentiality Policy
- The Equality Scheme
- E-safety Policy
- Citizenship and PSHE Education Policies
- Actions plans taking forward the Every Child Matters Agenda (including pupil well-being and community cohesion)
- The recording of racial incidents

## 9 Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Senior Managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community after every review.
- Students to abide by the policy.

**Governor with lead responsibility  
for this policy is: Kim Harrison**

**Link Governor for Safeguarding**

**Member of staff with lead responsibility  
for this policy is: Miss L Williams**

**The Head Teacher**



## **10 Monitoring & Review, Policy into Practice**

**This policy will be monitored and reviewed every three years during Term 5.**

**The next review of this policy is due: Summer Term 5, 2018.**

- The Head Teacher will report on a regular basis to the Governing Body on incidents of bullying and outcomes.
- Any issues identified through the monitoring of this policy will be incorporated into the school's action planning.
- The school uses guidance by the DfE<sup>2</sup> and the Anti-bullying Alliance (ABA)<sup>3</sup> to inform its action planning.

## **11 Appendices**

<b>Appendix A</b>	<b>Action Plan in the Event of Inappropriate Behaviour Towards Others</b>
<b>Appendix B</b>	<b>Sanctions for Inappropriate Behaviour towards Others</b>
<b>Appendix C</b>	<b>Support Expected from Parents / Carers</b>
<b>Appendix D</b>	<b>Example Letters to Parents / Carers</b>
<b>Appendix E</b>	<b>Inappropriate Behaviour – Incident Record Form</b>

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<sup>2</sup> **DfE “Preventing and Tackling Bullying”:**

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>  
[http://www.abatoolsforschools.org.uk/resources/safe\\_to\\_learn.aspx](http://www.abatoolsforschools.org.uk/resources/safe_to_learn.aspx)

<sup>3</sup> **Anti Bullying Alliance:**

<http://www.anti-bullyingalliance.org.uk/>



## APPENDIX A Action Plan in the Event of Inappropriate Behaviour Towards Others

### Children and Peer Mediators – what to do:

All children are aware of the need to seek help and advice if they feel upset or unhappy by another child's behaviour towards them.

Children are encouraged to:

- speak to an adult that they trust
- speak to a peer mediator

Peer mediators listen to both sides in a dispute and keep a written record of what has been discussed and any actions taken.

Peer mediators report to a Teaching Assistant who oversees their dealings with any children and where necessary will report any incidents to class teachers or a member of the Senior Leadership Team.

### Parents and Carers – what to do:

If any parent or carer suspects that their child is being bullied, they should:

- Talk to their child and try to find out what the problem is.
- Contact the school and request an appointment to see the Class teacher (in the first instance). If you feel the issue remains unresolved, then raise the issue with the Key Stage Co-ordinator. If the issue remains unresolved, then escalate the matter to the Family Liaison Officer, Deputy Head Teacher or Head Teacher. If you consider the matter to be a child protection issue, then refer it straight to the Head Teacher.
- The member of staff will listen to parental/carers' concerns and discuss them calmly. The member of staff will advise you of the steps that the school will take to investigate the matter. The member of staff will follow the points listed in the next section.

### School Staff – what to do:

- All school staff will endeavor to be alert to the signs of bullying. Staff will not ignore insulting, unkind, or threatening remarks or aggressive behaviour from one pupil (or a group of pupils) to another. [Refer to Appendix B for sanctions process].
- Persistent anti-social behavior and incidents of suspected bullying are to be brought to the attention of the Senior Leadership Team and investigated. Wherever practicable, an initial investigation will be conducted on the same day, certainly within a day or two, depending on the complexity of the situation [see form in Appendix E].
- The initial investigation will remember the fact that there will always be at least two sides to any issue; all sides will be considered during the investigation.
- Findings of the initial investigation will be recorded (using the form in Appendix E) and feedback will be returned to the parent or carer that raised the issue. This will be done as soon as practicable but usually within five working days.
  - If the allegation is deemed **unfounded** no action will be taken, but the investigation will be retained for record purposes.
  - If the allegation is **confirmed** (typically through adult corroboration), the Head Teacher will implement, at the level at which he deems appropriate, the school's escalating '**sanctions for inappropriate behaviour towards others**' [Appendix B].



## APPENDIX B Sanctions for Inappropriate Behaviour towards Others

### This is what will happen:

You have been found to have behaved in an inappropriate way towards another member of the school community and because of this the following escalating sanctions will now be applied:

#### Stages 1 to 3 – Sanctions for “friendship” issues

- Stage 1** The first time it happens and you are caught, you will be **warned** by an appropriate adult.
- Stage 2** The second time you are caught, you will be **warned again** and will be required to participate in a **Restorative Conference**, which will be overseen by an appropriate adult. The conference may include the other parties involved [see form in Appendix E].
- Stage 3** The very next time you will **see the Head Teacher or Deputy Head Teacher**: they will reinforce the outcomes of the initial Restorative Conference; and work with you to develop and agree additional sanctions. A **letter will be sent to the parents/carers** of all children involved [see example letter 1 in Appendix D].

#### Stages 4 to 7 Sanctions for “bullying” issues

- Stage 4** If your behaviour continues to be totally unacceptable and you are proven to be persistently causing distress or harm to others, you will be required to attend a further Restorative Conference supervised by the Deputy Head (SENCo). The purpose of the conference will be to agree mutually acceptable solution for all parties involved. The conference will also include specific **social skills training**. The focus of the training will be bullying, friendships, controlling your behaviour, attitudes towards and tolerance of others. Another **letter will be sent to the parents/carers** of all children involved [see example letter 2 in Appendix D].
- Stage 5** If after all this, you persist in your anti-social behaviour, your **parents/carers will be invited to meet with** the Head Teacher/deputy Head Teacher to discuss your behaviour. At this meeting, an **Action Plan** will be agreed. Your compliance with this action plan will be monitored over a period of 4 weeks. Failure to comply with the Action Plan will result in Stage 6. You will also be **excluded from non-curricular activities** [see example letter 3 in Appendix D].
- Stage 6** A **Behaviour Contract** will be initiated and you will have to agree to keep to it or you run the risk of exclusion for a set period of time because you have caused serious injury or harm to another person and you refuse to comply with the school's rules and standards of acceptable conduct [see example letter 4 in Appendix D].
- Stage 7** **Exclusion** is the last action for serious and persistent bullying. Your parents/carers and the School Governors are involved with this procedure.

A **record of all meetings** with parents/carers will be made to confirm any outcomes and actions agreed. Parents/carers will be provided with a record of the meeting.

All serious incidents or persistent inappropriate behaviour (Step 6 and beyond) will be **included in your file** and will be also be included in any reports we have to write about you.





## APPENDIX C Support Expected from Parents / Carers<sup>4</sup>

- Parents and carers are expected to encourage their children to respect others, to value education, to contribute to the wider community, to be law abiding, to have strong moral values and to treat others with love and kindness.
- Parents and carers are expected to work cooperatively with schools and all children's services to ensure children are safe, happy and fulfil their potential.
- Parents and carers should be alert to signs of bullying. They should also be aware and be responsive to cyber-bullying which can take place 24/7, in any location and can occur on a vast and rapid scale.
- Parents and carers need to take responsibility for their own children's actions and also model good behaviour.
- Parents should listen carefully and encourage talking at home, self esteem and for their children to have broad range of friends.
- Parents and carers should be familiar with the school's *Anti-Bullying and Anti-Social Behaviour Policy* (this document).
- Parents should not use social networking sites to air grievances regarding the school.
- School related incidents of anti-social behaviour towards others will be dealt with by the school; parents are asked not to engage in any form of communication with other parties involved (including children).
- The school's primary responsibility is the well being of ALL the children in their care; due process will be followed in the event of any anti-social behaviour becoming evident, having first considered the impact on the running of the school overall.
- Should any parents or carers become a disruptive influence on the day-to-day running of the school, then the Head Teacher will advise the Governing Body who will decide whether to implement the school's *Complaints Policy*.

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<sup>4</sup> First six bullet points taken from: **Kent Safeguarding Children Board (KCSB) Anti-Bullying Policy:**  
[http://www.clusterweb.org.uk/new\\_kscb/kscb\\_bullying\\_policy.cfm](http://www.clusterweb.org.uk/new_kscb/kscb_bullying_policy.cfm)



## **Appendix D      Example Letters to Parents / Carers**

### **Example Letter 1 – When Stage 3 has been reached**

Dear \_\_\_\_\_

I am writing to inform you that your child, \_\_\_\_\_, has had three warnings, with regard to their behaviour towards another child in school. Your child has also missed a playtime in order to reflect on their behaviour.

I am sure you do not wish for this behaviour to continue, and would ask that you support us in speaking to your child about the importance of behaving respectfully towards others in school.

Should there be further incidents, you will be informed of this.

If you wish to discuss what has happened, please contact me via the school office.

Yours sincerely

### **Example Letter 2 – When Stage 4 has been reached**

Dear \_\_\_\_\_

I am writing to inform you that despite warnings and support with behaviour towards others in school, your child, \_\_\_\_\_, has persisted in causing distress/harm to another child.

In order to further support your child in appropriate behaviour your child may miss further playtimes, may be included in a Friendship Skills Group and runs the risk of being excluded from non curricular activities or clubs.

Your child's behaviour will be monitored by staff, and if there is no significant improvement, you will be invited in to school, to discuss ways we can work together to support your child in changing their behaviour.

Should you wish to discuss what has happened, please contact me via the school office.

Yours sincerely



### **Example Letter 3 – When Stage 5 has been reached**

Dear \_\_\_\_\_

I am writing to inform you that your child has, despite monitoring and support, continued to engage in behaviour that is unacceptable towards another child.

Please could you contact the school office, to arrange a mutually convenient time for us to meet, to discuss this. It is important that everyone is clear as to what has been going on, and that we find a solution to ensure this behaviour stops. At this meeting an Action Plan will be formed, to which your child will agree, and this will be monitored over a period of 4 weeks. You will be given a copy of this, so you can support your child in adhering to it.

I am confident, that if we work together, we can reach a positive outcome.

Yours sincerely

### **Example Letter 4 – When Stage 6 has been reached**

Dear \_\_\_\_\_

I am writing to inform you, that despite the setting up of an Action Plan to support your child in developing behaviour which is positive and acceptable, they have persisted in causing harm to another child. Please could you contact the school office, to arrange a mutually convenient time for us to meet, to discuss this. At this meeting, a Behaviour Contract will be drawn up, which your child will agree to follow. This contract will be closely monitored.

You should be aware that failure to abide by this contract, may result in your child running the risk of exclusion. This is something we wish to avoid at all costs, and I am confident, that if we work together, we can reach a positive outcome.

Yours sincerely