

Anti-bullying Policy



Signed (chair): 	Name: Charles de Nobriga	Date: 06/02/2020
Signed (Head): 	Name: Bethan Scriven	Date: 06/02/2020
V1	Ratified by: Full Governing Body	Next Review: Feb 2022
V1.1 No Changes Made		Next Review: Feb 2024
Reviewed January 2025	No changes made	Next review: May 2026

Contents

What is Bullying?3

 What sort of behaviour does the school community define as bullying?3

 Is it bullying or just ‘kids being kids’?3

 Online bullying.....3

Methods to prevent and reduce bullying4

 Responsibilities4

 Lunch break supervisors4

 Teaching assistants4

 Teachers.....4

 The Head of School is.....5

 Governors5

 What to look for:5

Parents and Carers - what to do if you think your child is being bullied5

Practical Prevention strategies used in school7

 Peer Support systems.....7

 Programmes of lessons7

 Whole School Assemblies7

 Induction for all new staff and annual whole school review of procedures7

 Training staff7

 Circle of Friends7

 Working with TA’s8

 Assertiveness Training.....8

 Use of sanctions8

 Improving the school grounds8

How the school will respond to allegations of bullying against a child9

Our vision, Enjoy, Explore, Excel; be amazing is rooted in Psalm 139, which recognises that God made us all in an amazing and wonderful way. We are unique and will fulfil our own potential.

As a school, our 12 Christian Values: responsibility, respect, perseverance, courage, hope, compassion, trust, forgiveness, truthfulness, thankfulness, friendship and peace are interwoven through our curriculum, our interactions and how we support the children in making choices in their behaviour.

In our School, bullying of any kind is unacceptable behaviour. All staff will act upon any incidences of bullying. We urge every child and parent to tell us about any incidences of bullying and all staff members to be vigilant. We aim to provide a secure and caring environment in which bullying will not be tolerated.

What is Bullying?

As a school we have adopted the locally agreed definition of bullying.

- Goes on for a while or happens regularly
- Is deliberate; the other person or persons wants to hurt, humiliate or harm to the person
- Involves someone (or several people) who are stronger in some way than the person being bullied.
- The person doing the bullying has more power; they may be older, stronger (possibly both physically and emotionally), there may be more than one or they have some 'hold' over the person.
- May be perceived as peer pressure
- May go unreported if children do not feel safe to report it

What sort of behaviour does the school community define as bullying?

4.—

Bullying might be in the form of any unkindness, such as: physical hurt, name calling, teasing, taunting, gestures, or intimidation. It may be using technology, like computers, games consoles or mobile phones ([Online bullying](#)).

It may also be unkindness about the child's family, religion, race, gender, sexual orientation, appearance or disability.

Is it bullying or just 'kids being kids'?

Depending on your perspective or experience, you might not consider the above things bullying. You might say that it's the sort of thing that 'just happens' and that children should 'get over it' or 'toughen up'. As a school we recognise that 'getting on and falling out' is part of childhood. We know that children can get angry or upset with their friends and that they will sometimes behave in a way that is not thoughtful or kind. 'Losing your cool' or saying a mean thing once doesn't necessarily make you a bully but it does mean that you have strayed into a form of behaviour that could be viewed as bullying. As a primary school we want to help children learn from their mistakes so that they are less likely to repeat them in the future.

Through adherence to this policy, it is our intention that most incidents will be picked up at an early stage. For example, a member of staff may have a conversation with individuals following an incident on the playground. From here, the teacher monitors the friendship and determines whether or not they are satisfied that the incident was a 'one off' and unlikely to escalate further.

If the behaviour described above goes unchallenged, then there is a danger the child will repeat the behaviour. If the child's outbursts are directed at the same individual every time then their behaviour has become bullying whether or not this was intended.

Online bullying

It is well recognised that bullying can take place in both the real and online world. Online bullying can be linked to social media networks but is not limited to these. Any form of media (emails, text messages, online gaming) which allow people to communicate, can potentially become a vehicle for bullying.

Parents and carers have a significant role in protecting their child from online bullying. This may include:

- Setting clear rules for the use of technology in the home
- Ensuring parental controls are set on the internet as well as on individual devices
- Reading 'terms and conditions' before allowing their child to sign up to certain sites (the 'terms and conditions' of most social media sites – Facebook, Instagram and Twitter to name but a few – do not allow users under the age of 13)
- Monitoring their child's use of technology and ensuring that behaviour which would not be tolerated in the real world is not accepted online *e.g. bad language and inappropriate comments are common during online gaming sessions where children are wearing headsets and speaking through microphones*

The school recognises that bullying may start online and find its way into school (or vice versa). The school will take seriously all instances of bullying, involving its children, which it becomes aware of. This includes instances which may originate out of school hours, in the online world.

More information regarding the school's approach to online safety can be found in the E-Safety policy.

Methods to prevent and reduce bullying

There are four key strands to our approach:

- Educate every child to understand what bullying is (in a way that is appropriate to their age and stage of development)
- Help every child to exemplify the school value of 'respect' through regular work and discussion about difference, tolerance and empathy
- Ensure all children know what to do and who to speak to, if they are being bullied or if they are concerned for another child
- Ensure parents and carers know what to do and who to speak to, if they are concerned that their child might be being bullied

Responsibilities

The following roles carry responsibilities in relation to our Anti-Bullying Policy.

Lunch break supervisors are responsible for:

- ✓ Promoting good behaviour and positive relationships during the lunch period in accordance with the school's Behaviour Policy
- ✓ Alerting class teachers if they believe a child is being bullied or bullying others

Teaching assistants are responsible for:

- ✓ Promoting good behaviour and positive relationships throughout the school day in accordance with the school's Behaviour Policy
- ✓ Alerting class teachers if they believe a child is being bullied or bullying others

Teachers are responsible for:

- ✓ Promoting good behaviour and positive relationships throughout the school day in accordance with the school's Behaviour Policy
- ✓ Teaching children about bullying as part of PSHE (personal, social and health education) sessions
- ✓ Communicate effectively with support staff to ensure that they have an awareness of any hurtful behaviour. Act on this information appropriately
- ✓ Responding proactively to any child who they believe may be the victim of bullying e.g. a child who seems upset, worried, anxious or withdrawn (there may be other reasons for such behaviours but teachers should satisfy themselves that bullying is not the root cause)
- ✓ Responding appropriately to families who raise a concern (where the teacher suspects bullying could be the root cause)
- ✓ Monitoring the behaviour of an individual or individuals where instructed to by the Executive Head Teacher, Head of School or a member of the Senior Leadership Team

The Head of School is responsible for:

- ✓ Promoting good behaviour and positive relationships throughout the school day, and across the whole school, in accordance with the school's Behaviour Policy
- ✓ Ensuring children are taught about bullying as part of PSHE (personal, social and health education) curriculum through the Jigsaw PSHE Scheme.
- ✓ Ensuring this policy is followed where a parent, child or member of staff raises an allegation of bullying (relating to a child)
- ✓ Working with families, children and staff to agree actions where an allegation of bullying has been made
- ✓ Monitoring any agreed actions, for a fixed period, to ensure the bullying has ceased

Governors are responsible for:

- ✓ Ensuring this policy is applied fairly and consistently across the school
- ✓ Monitoring the number of allegations of bullying raised
- ✓ Challenging the school's leadership and staff to eradicate bullying in all its forms

What to look for:

- The child becoming withdrawn
- Deterioration in the child's work
- Erratic attendance or reluctance to come to school
- Spurious illness
- General unhappiness or anxiety
- The child wanting to remain with an adult
- Sudden outbursts that are not in common with the child's normal behaviour
- A child having problems with sleeping, bedwetting, nightmares
- A pupil's lack of appetite/excessive comfort eating
- A pupil developing a tendency to stammer

Note: The behaviours are also common with many other problems affecting children some of which may include: tiredness; feeling unsettled at home or at school; during a period of change in a child's life.

Parents and Carers - what to do if you think your child is being bullied

It is highly possible that a child confides with their parents about their worries or that a close adult would notice a change in behaviour. In this instance, we ask that parents contact the school either via the office or by speaking to the class teacher directly at the end of the school day.

The scenarios below provide parents with an indication of who to talk to and what actions school would take. They are, of course, just scenarios and there may be other, more appropriate actions, for us to take depending the situation.

When speaking to your child always ensure that you use **open** question rather than leading questions:

- Open questions: How was school today? What did you play at playtime? How did you feel when 'Sam' said/did that? These questions give children the opportunity to speak openly and will give you a more rounded view of what's happening in school.
- Leading/closed questions: Did you have problems at school today? Was 'Sam' nasty to you on the playground? Did that make you cross/scared... These questions often require a yes or no answer. When answering closed or leading questions children often recognise how they are expected to reply which may lead to you having a distorted picture of what has happened.

Scenario 1 – your child tells you that another child in their class is repeatedly calling them names or hurting them physically and encouraging others to join in

What should you do?

Arrange to speak to your child's teacher. This can be done via the office or it may be possible to speak to the teacher at the end of the school day. It is not usually possible for teacher to meet before school as they are preparing for lessons.

It would be helpful for parents to get the names of anyone involved, the names of anyone who may have witnessed the incidents and any particular times of day when this might have taken place. Also, ask your child if they have retaliated in any way whether verbally or physically. School can also help gather this information. It is important that the school has as full a picture as possible about what has been happening.

What will the school do?

- The class teacher will speak with you and try to get as much information about the incident as possible.
- They will inform the Head of School or Deputy Head.
- They or a member to the school leadership team will then investigate the incident by talking to your child and any other children who may be involved.
- They will log the incident in the school's safeguarding database MyConcern.
- They will then inform you of the outcomes and any actions which they are putting into place as a result.
- They will inform all relevant staff (class teacher, lunchbreak supervisors) so that those staff are aware of the situation and understand their part in any actions.
- They will then monitor the situation (usually for around four weeks) or until the bullying has ceased.

Scenario 2 – your child comes home from school upset because their friend called them a name

What should you do?

Talk with your child. Find out what was said and when. Try not to 'put words in their mouth' but try to find out whether this the first time something like has happened or has it been happening for a while? Did the name have inappropriate connotations e.g. *fatty*, *big ears*, or was it simply a silly name?

If, having spoken with your child, you are left feeling uncomfortable, come and speak with the class teacher.

What will the school do?

- The class teacher will investigate the incident by talking to your child and any other child involved.
- If they judge it to be an incident of bullying then they will refer it to the Head of School or Deputy Head.
- If they do not judge it to be an incident of bullying but rather a 'one off' incident of inappropriate behaviour, they will record it and deal with it in line with the school's Behaviour Policy.
- They will then monitor your child's relationship with the other child and be alert to the possibility of any repeat incidents.

Scenario 3 – your child tells you that a child from the school has been sending threatening messages via a gaming site

What should you do?

Arrange to speak to the class teacher, Head of School or Deputy Head via the school office.

Ask your child to show you the messages. If possible, take some screenshots of the messages. Try to establish the full picture. How long has this been happening? How has your child responded? Are there other children involved?

Children often use nicknames on online sites. Can you be sure that the child sending the messages is the person your child has named?

Depending on the nature of the threats and the age of the child, you will need to decide whether or not the police need to be involved.

Parents to consider whether it is appropriate that the child continues to use the platform and whether they needed to adjust the system used in the home.

What will the school do?

- The school will follow the same steps described in ‘scenario 1’ above.
- They will also help parents to take steps to ensure children are using devices and platforms safely at home.

Scenario 4 – your child seems low and says they don’t have any friends

What should you do?

Speak with your class teacher to determine if they are seeing any changes in your child. Has another child done something specific? Did your child have a good friend or friends? What has changed?

What will the school do?

- The teacher will listen to your concerns and add any observations they have made in relation to your child.
- The teacher will talk to your child (this may be at the same time or at a later point).
- If there doesn’t appear to be anyone else involved, the teacher may try and set your child up with a friendship group or help identify children they may like to play with.
- The teacher will then monitor the situation and keep you updated on how things are going.

Practical Prevention strategies used in school

Within our school, we use a number of strategies to prevent bullying:

Peer Support systems - developing listening, social skills, self-esteem, confidence in peers, mediation and befriending

Programmes of lessons through the school’s chosen PSHE scheme (Jigsaw) and class, group or individual Thrive action plans

Whole School Assemblies – to raise awareness of bullying issues and providing a whole school focus for bullying

Induction for all new staff and annual whole school review of procedures

Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying

Circle of Friends – providing emotional support to vulnerable pupils who feel isolated

Working with TA's who are specifically trained to deal with pastoral problems one of who works alongside the children and one who works more closely with parents.

Assertiveness Training – aiming to support the behaviour of pupils who are vulnerable or bullied and to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name-calling, getting help from bystanders etc...

Use of sanctions – these might include: removal from class, missing or structured play, withholding participation in non-curricular activities such as school trips and sports events, fixed periods of exclusion.

Improving the school grounds so that they can provide a safe, secure, active and easily supervised environment for example:

Quiet areas

Playground Markings

Playground Equipment, and

Teaching Playground Games

The School recognises that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship. We achieve this through the ethos of the school, and its emphasis on moral values. This is achieved through the example adults set in the school and the programme of planned activities, stories, etc. in assembly, RE and PSE.

The School is committed to a policy of working with all pupils in the school to raise self-esteem, co-operation and creative problem solving.

How the school will respond to allegations of bullying against a child

The chart below set out, in the simplest terms, how we will respond to any allegations of bullying which are raised. The specifics of which member of staff deals with each stage will depend on a number of factors but such incidents will always be dealt with by a teacher (as a minimum) and will usually involve the Head of School or Deputy Head.

