



## Anti-bullying Policy

Signed (chair): <i>Charles de Nobriga</i>	Name: Charles de Nobriga	Date: 06/02/2020
Signed (Head): <i>BS</i>	Name: Bethan Scriven	Date: 06/02/2020
Ratified by: Full Governing Body		Next Review: Feb 2020

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 support the children in making choices in their behaviour.

In St. Mary's CE Primary School, we aim to provide a secure and caring environment in which bullying will not be tolerated.

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. Any occasions will be investigated and action will be taken to stop it and support the bullied and bully, to help bullying stop.

### **What is Bullying?**

The St. Mary's child-speak definition of bullying is:

#### **Bullying is anything that:**

- 1. deliberately hurts others (through words or actions)**
- 2. is repeated often over a period of time.**
- 3. has one or more people as a bully and other is a victim.**
- 4. It is NOT a one off unkindness, or unkindness shown by both people to each other.**

These are the factors that we teach through our PSHE programme.

Bullying might be in the form of any unkindness, such as: physical hurt, name calling, teasing, taunting, gestures, or intimidation, even if it is using technology, like computers, games consoles or mobile phones (cyber-bullying).

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

Bullying can take many forms, but the four main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, unkind and racist remarks
- Social: spreading nasty stories about someone, excluding someone from social groups
- Cyber: through mobile phones, email, chat rooms, online gaming and blogging

### **Identifying bullied pupils**

Research of British schools has identified three general characteristics of the sort of children who may be bullied:

**Passive Victims (these make up the majority)**

- are often smaller and weaker than their peers
- display an unhappy, withdrawn demeanour and/or isolated
- are often clumsy or uncoordinated and poor at sport
- are reluctant to go into the playground or keen to stay around adults
- display a lack of confidence, can feel depressed, inferior, helpless and unable to cope
- usually display a positive attitude to school work.

**Victims of name calling, racism and other social prejudice**

- are victimised for being different, e.g. race/ethnic origin, gender, religion, colour, size
- are victimised for alleged or actual sexual preference
- are victimised for being a member of low status groups in society
- may be vulnerable when they are in small numbers
- may be targeted because they are very bright or have special needs.

**Provocative victims (very small minority of victims)**

- seek constant attention for pleasing, compliant behaviour
- tease and taunt others and then complain when others retaliate.

**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 symptoms 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.

**VICTIMS OF BULLYING**

Pupils who are victims of bullying need to know that they can talk to any member of staff, in the confidence that these concerns will be taken seriously and carefully investigated. If it is happening, it will be dealt with. (If we don't act against bullying, it seems to say it is ok.)

It is also important for victims to feel they are safe, listened to, cared for and not alone.

### **Dealing with bullying incidents**

In dealing with bullying incidents we will observe these key points:

- We will not ignore bullying
- Staff will not make premature assumptions
- All accounts of the incidents will be listened to fairly and recorded
- We will make every effort to adopt a problem solving approach which encourages pupils to find solutions
- Investigate reported bullying and warn of the consequences if it continues.
- Liaise with parents if reported bullying continues, or if reports of bullying outside of school.
- We will follow up to check that bullying has not resumed.

### **Monitoring possible incidents of bullying**

It is essential that good lines of communication be maintained throughout the school therefore:

- All staff will be regularly reminded to be alert to incidences of bullying
- Midday Supervisors or Learning Support Staff on occasion may be requested to monitor the behaviour of specific children in the playground or classroom
- All staff will alert the Headteacher to bullying incidences
- The Headteacher will keep a monitoring log of bullying incidences, returning to this, to ensure they are not continuing.
- Issues will be shared in weekly staff meetings as part of our pastoral care.

### **Practical Prevention**

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

**Programs of lessons** in the school curriculum for social and emotional aspects of learning (SEAL) and weekly Circle Time – sharing skills and experiences

**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 change the behavior 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, detention, 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

All the above will be developed jointly with the school community. We may use questionnaires for pupils, parents and staff and meetings with the School Council to gain an indication of the extent and nature

#### **In addition to this:**

- Children are encouraged to tell adults immediately if they believe they are being bullied.
- Children are encouraged to tell a school council representative/Year 6 playground helper.
- All areas are adequately supervised and problem areas visited more often, i.e. cloakrooms, walkways etc
- All members of staff are aware of the School Policy on Bullying and are committed to its consistent application. Adults on duty watch for 'aggressive' situations, and also children who are isolated. Knowledge of pupils who are bullies, or pupils being bullied, needs to be shared.
- Headteacher sees potential victims on a regular basis as the need arises.
- Year 6 children organise a activities for Key Stage 1 children
- Year 6 playground helpers are allowed to play with the Key Stage 1 children
- The use of circle time is promoted and utilized to support the children
- Family Time supports the development of relationships between children across the school.

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 (bullying behaviour by adults is also unacceptable) 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.

**Advice to children:**

We tell all our children:

- Not to suffer in silence: This will be reinforced through general day to day teaching and specifically through SEAL, Values and PSHE education.
- Tell a friend, an adult at school, a member of the school council, a Year 6 monitor or someone at home
- Take a friend with them if they are afraid to tell an adult by themselves
- Not to blame themselves

**Advice to Parents and adults working with children:**

- Speak to/email your child’s teacher if you have any concerns. It is often useful to do this without your child being present in the first instance. Later we would expect children to be involved in this dialogue.
- When speaking to your child always ensure that you use **open** question rather than leading questions:
  - o 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.
  - o 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.

Children learn through example, thus we all need to:

- Provide positive examples of friendship, trust, caring, through our relationships with each other
- Use strategies to promote positive self-esteem
- Teach children to be assertive and resolve conflict creatively and constructively but not physically
- Make sure the message of bullying being unacceptable behaviour is constantly reinforced
- Promote co-operation and kind behaviour through merit points and good conduct awards
- Encourage children to tell an adult about any bullying behaviour

**Resources**

- At least one anti-bullying week will be held yearly.
- SEAL units on 'getting on and falling out' and 'friendship' are taught yearly
- Web links suitable for pupils and children are available on the school website
- New resources are shared among the staff.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.