

St. Laurence C of E (A) Primary School



Anti - Bullying POLICY

Policy Statement

We are committed to providing a caring, friendly and safe environment for all our children, parents/carers and staff so they can engage with one another in a relaxed and secure atmosphere. We believe in encouraging relationships that are based on mutual respect, trust, caring and consideration for others. Bullying of any kind is unacceptable in our school. We will respond promptly and effectively to issues of bullying. In the event that bullying does occur, all children should be able to tell an adult and know that incidents will be dealt with promptly and effectively. Children who are bullying will learn different ways of behaving.

This policy has reference to DfE guidance 'Supporting children who are bullied 2014' and 'Preventing and Tackling Bullying' 2013 and 'No Place for Bullying' (Ofsted Guidance Report July 2012) DfE guidance 'Safe to Learn' embedding anti bullying work in schools and the Equality Act 2010.

Aims

At St Laurence C of E Primary School we aim to:

- to provide a caring, safe environment for everyone in our community;
- to ensure all staff understand that bullying is not acceptable and will not be tolerated;
- to ensure all staff are familiar with this policy, understand what bullying is and what processes to follow when bullying is reported;
- to ensure all pupils and parents/carers know what our policy on bullying is and what they should do if bullying arises;
- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to react to bullying incidents in a reasonable, proportionate and consistent way;
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- to provide help for pupils who have been bullied.

What Is Bullying?

The Anti-Bullying Alliance defines bullying as:

'People doing what you perceive as nasty or unkind things to you on purpose, more than once, which are difficult to stop'.

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

- bullying related to race, religion or culture;

- bullying related to having learning difficulties or disabilities;
- bullying related to appearance or health conditions;
- bullying related to sexual orientation;
- bullying of young carers or vulnerable children or otherwise related to home circumstances;
- sexist or sexual bullying;
- cyber bullying.

Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, making people be friends with you, not agreeing or falling out with your friends.

Bullying can take place:

- between pupils;
- between pupils and staff;
- between staff;
- between staff and parents/carers;
- between parents/carers;
- by individuals or groups;
- face to face or indirectly;
- using a range of cyber bullying methods.

What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- pretending not to understand/using gibberish;
- physical threats or attacks;
- mockery of physical appearance;
- mockery of country of origin;
- wearing of provocative badges or insignia;
- having racist leaflets, comics or magazines;
- defacing of property;
- graffiti;
- inciting others to behave in a racist way;

- mockery of a person's demeanor or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- mockery of dress, religious observance, dietary habits.

What is bullying related to learning difficulties or disabilities?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- defacing of property;
- graffiti;
- inciting others to behave negatively towards those with disabilities;
- mockery of a specific difficulty or disability;
- mockery of a person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone).

What is homophobic bullying?

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- mockery of subject and career choice;
- defacing of property graffiti;
- inciting others to behave in a homophobic way;
- mockery of a person's demeanor or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- graffiti.

What is sexist bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks (hitting, kicking, theft);
- inciting others to behave in sexist way;
- inappropriate and uninvited touching;
- sexual assault;
- display of pornographic material;
- mockery of physical appearance;
- wearing of provocative badges or insignia;
- having sexist leaflets, comics or magazines;
- sexual innuendo;
- defacing of property;
- mockery of a person's demeanor or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- rumor spreading - excluding someone from a group;
- mockery of clothing;
- mockery of subject and career choice.

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of or unwilling to go to school;
- changes their usual routine;
- takes unusual absences;
- becomes withdrawn anxious, or lacking in confidence;
- clings to adults;
- starts stammering;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning or feigning illness;
- begins to do poorly in school work;
- lacks concentration;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";

- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened or refuses to say what's wrong;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

We use a range of methods to help children prevent bullying. As and when appropriate, these include:

- continually reinforcing school rules and values and asking pupils to write these with us;
- setting challenges throughout the year that promote good behaviour towards one another;
- signing a Home/School Agreement;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays having discussions about bullying and why it matters.

Additional preventative strategies include:

- effective school leadership that promotes an open and honest anti-bullying ethos;
- use of curriculum opportunities (in particular, PSHE can be used to discuss issues around diversity and draw out anti-bullying messages);
- use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies);
- promoting open and honest reporting;
- implementation of an E-Safety policy;
- improving the school environment, looking in particular at staff supervision patterns and the physical design of the building. Targeting our attention on key times and locations where bullying is more prevalent and working with pupils to establish when and where those times and locations are.

Responding to Bullying

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached.

First Steps are to:

- listen carefully to the child and ascertain the fact;
- understand that further discussions and counselling of a victim may be required even where bullying behaviour is perceived rather than proven;
- investigate the incident as soon as possible;
- identify the bully/bullies;
- obtain witnesses if possible.

After an Incident:

- a clear account of the incident will be recorded and the Headteacher will be made aware. If physical intervention has been used to avert immediate danger or personal injury this will be recorded and parents/carers will be informed the same day or as soon as reasonably practicable;
- the Headteacher will interview all concerned and will record the incident;
- parents/carers will be kept informed;
- the parents/carers will communicate with the Headteacher to discuss ways in which the problem can be worked through and will be given the support needed;
- if necessary and appropriate the police and social services will be consulted.

Pupils who have been bullied will be treated as being 'at risk' and will be supported by:

- offering an opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil and offering continuous support;
- agreement of effective ways for the pupil to quickly report any further incidents;
- end of day meetings with a member of staff to assess the day;
- restoring self-esteem and confidence;
- on-going support from all staff within the school.

Pupils who have bullied will be treated as being 'at risk' and be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents/carers to help change the attitude of the pupil;
- on-going support from all staff in the school.

Discussions with the alleged bully/bullies should focus on the facts. They should be encouraged to tell the truth about the situation/incident. All discussions with the children should address the issues appropriate to the incident and to their

age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult should remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from reoccurring.

Outcomes

- the bully (bullies) may be asked to apologise;
- the bully may have a sanction which will be designed to assist them account for their behaviour and to understand the harm they have caused;
- in serious cases the bully (bullies) may be excluded from the school;
- if possible the pupils will be reconciled;
- monitoring will take place to ensure that the bullying is not repeated;
- other pupils will see that bullying is not acceptable and not tolerated.

Additional Strategies

In conjunction with disciplinary sanctions, there are a range of other strategies that the school may use to combat bullying. These include:

- engaging with parents/carers promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying;
- ensuring parents/carers are aware of the School's Complaints Policy and procedures;
- developing the roles that pupils can play (e.g. as trained peer mentors);
- establishing safer school partnerships with local police;
- restorative justice approaches which hold pupils to account for their behaviour and engages with them to agree the actions to be taken to repair the harm caused.

Reporting and Recording Incidents of Bullying

We encourage pupils, parents/carers and all staff to report bullying using a variety of methods:

- pupils may speak to their teachers;
- pupils speak to a peer or their class Ambassador;
- parents/carers speak to their child's teacher
- parents/carers inform the School Office staff.

Any incidents of bullying are recorded and may be reported to the local authority on request.

Keeping records of bullying incidents will enable the school to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the school;

- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary.

In addition to immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and ensured that the pupil being bullied feels safe again.

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and practice. The school will ensure that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. The school will identify where to source specialist skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender pupils. Where specific training needs have been identified for particular members of staff, the Principal will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Help Organisations & Links:

KIDSCAPE Parents/carers Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Children's Rights Director	08005280731
Childline	08001111

Signed: B Newey

Chair of Governors

Signed: N Cooper

Headteacher

Date: 18.9.2018