



St. Nicholas C of E Primary School

Anti-Bullying Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: November 2018

Reviewed by: C. Taylor

Approved by Headteacher: November 2018

Date of next review: Autumn 2021

Rationale and General Principles

As our school is a Church of England school, the staff and governors realise the importance of maintaining a Christian ethos in their dealings with each other and especially with our children.

We believe that bullying is wrong, has harmful long term consequences as well as short term implications and as such will challenge bullying as and when it occurs. The school will always investigate claims of bullying thoroughly. However this thoroughness can be a drain on valuable time and resources if the incident cited is not bullying. Therefore it is vital that everyone understands that bullying is only bullying if it fits in with the followed description:

Bullying is...“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.”

This means that bullying is often repeated, intended to hurt or intimidate either physically or emotionally and is often aimed at minority groups or children who stand out as being significantly different. At our school we value difference and celebrate diversity and will not tolerate abuse of individuals or groups based on difference or perceived difference.

We believe that behaviour is changeable and with the correct support and desire from all parties it can be modified. Essentially behaviour is about choices and changing poor choices to being good ones. Therefore children exhibiting bullying behaviour need to be supported to change as well as support being put in place to help the victims of bullying.

We need parental support to maintain high standards of discipline in our school. We believe that these high standards can only be achieved by working together with parents to change poor behaviour patterns and consolidate good behaviour.

To improve and maintain acceptable standards of behaviour and respond consistently to bullying, a consistent whole school agreed approach is necessary. It is important that positive behaviour responses are used wherever possible and that the worth of every individual within the school is recognised.

It must also be stressed, that unacceptable behaviour will not be allowed and that children understand what is and is not acceptable and know that bullying is un-acceptable. Exclusion is only used as a last resort. The intention behind exclusion is to protect other children and as a final sanction to show that the behaviour used is completely unacceptable and will not be tolerated.

This policy is intended to cover all aspects of bullying and this includes homophobic, cyber bullying and bullying on grounds of racial, religious or ethnic origin. The school will take action with bullies regardless of the location of the bullying if a school link is evident.

This policy although intended for school use is aimed at providing the children with skills for life which will help them to be assertive in not accepting bullying or intimidation.

Our aims:

The aim of this policy is to try and prevent any behaviour deemed as bullying to include both physically and cyber. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Regulations 2014, The children and Families Act 2014, the Government Green Paper 'Every Child Matters' 2003 (outcome 2), The Children Act 2004 and DFE 'Keeping children safe in education' 2018.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies, anti-bullying week etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, Circle Time and assemblies will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.
- This policy works in line with and to support other policies within the school setting.

Statement of Principles

Throughout this policy and our day to day relationships we promote values of:

- **Respect, Fairness, Equity and Inclusion**
 - All within our community deserve to be treated with respect and fairness and no one person or group of people will be treated more or less favourably than others. Similarly we will not tolerate any form of harassment or bullying to pupils, staff, parents or any members of the wider school community from persons representing any one of these groups.
 - This means that we expect everyone (children, staff and parents) to show respect for each others' views and opinions.
 - This means that we go out of our way to involve everyone in our school community and are fair and equal in our treatment of them.

- We request from the children, respect for decisions made by staff and parents and promise that where necessary explanations will be given for these decisions.
- **Honesty and Truthfulness**
 - We encourage the children to be honest and truthful even when this may mean that sanctions may be applied.
 - We work with the children to demonstrate that the truth will eventually emerge and that when it does the consequences will be greater, as trust has also been betrayed when lying.
 - We commit to working with our children in explaining why rules are necessary, often drawing similarities for the need of the laws of our country.
- **Development of Good Behaviour Traits**
 - We understand that for the sake of good relationships within our community and the ability to mix successfully with wider society that certain behaviour traits are unacceptable.
 - We work with the children to model good behaviours in a range of situations and ask the children to think carefully about their actions and the consequences that may follow.
 - In the way that we as adults conduct our relationships, we model considerate and Christian behavioural traits and work with the children to achieve these.
 - We believe that the creation of good models of behaviour and insistence on good standards of behaviour sets a template against which children can develop self discipline.
 - We also commit to working with those pupils who have difficulties in managing their behaviour for whatever reason.
- **Promoting the Health and Well Being of all of our Community**
 - We believe that the school should be a safe working environment for staff, pupils and parents and as such any behaviour that compromises this principle will not be tolerated.

Bullying

Understandably this is a very emotive issue and one which is easily misunderstood in the vast amount of information available in the media.

Quite often children who have breakdowns in their relationships with other children believe that they have been bullied. It is, therefore, very important that the children are clear about what constitutes bullying and incidents are thoroughly investigated to ascertain whether bullying has taken place. The children are reminded both in class, in the playground and in assemblies what bullying looks like and what they should do about it.

What is bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying including cyber, is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s.

The school will not allow the guiding principles outlined at the head of this policy, such as fairness, equity and respect to be compromised or undermined by behaviour that is unsociable and seeks to use power to the detriment of others.

By definition, bullies 'use their power or perceived power to coerce others by force or fear, usually repeated over time.'

It is clear that this has gone beyond a squabble or a fall out between two children but that this is one-sided oppression; this behaviour will be dealt with very seriously. Staff are briefed to watch carefully for any signs of bullying but sometimes it can be carried out quietly and in this case, children are asked to report all cases to the teacher on duty, welfare staff or their class teacher and refuse to accept it.

Where identified, the school will:

- Support children being bullied
- Consistently use restorative justice with all children.
- Record all incidents of bullying on a file in the headteacher's office.
- Parents will be asked to become involved in the process to help both the bully and the bullied.

Any child involved in what we deem to be a serious behavioural incident will be dealt with immediately. Contact will be made with parents by either telephone or letter. They will be asked to meet with the Headteacher as soon as possible. Action taken will be recorded. Parents will be asked to support the action taken in order for home and school to work together.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focusing on the issue of sexuality

- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Proactive Strategies to prevent bullying and reinforce our expectations:

Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.

- Children participate in anti-bullying work in class as part of PSHE.
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricula themes, drama, story writing and literature.
- A whole school reward system for good behaviour.
- Use is made of good quality peer role models in school.
- Adult modelling of appropriate response to a wide range of scenarios.
- Children and parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights and responsibilities.
- E-safety frequently discussed and taught (see Computing policy).
- We use Play Leaders, Buddies etc. at playtimes to demonstrate good relationships and to be further eyes and ears to prevent bullying behaviours.
- Adults in school will always deal with a situation, even if is minor to demonstrate that we will follow all incidents of behaviour up and to prevent the situation escalating.

Extremism and Radicalisation

At St Nicholas C of E Primary school we are committed to providing a secure environment for students, where children feel safe and are kept safe. All staff recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake, or whether their role has direct contact or responsibility for children or not. There is no place for extremist views of any kind in our school and preventing extremism and radicalisation is one element within our overall school arrangements to safeguard and promote the welfare of all children. We work to prevent pupils from developing extreme and radical views by embedding *spiritual, moral, social and cultural* principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

All members of staff are made aware and actively promote the following standards:

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Our teachers do not promote partisan political views in the teaching of any subject and ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views are also explained.

Specific roles and responsibilities

The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy.

If any parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body by writing to the Chair person.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is unacceptable behaviour. The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

Teachers are responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Head Teacher who will inform their parents.

The school also records incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying report this to the Head Teacher who will record this. When any bullying is

taking place between members of a class, the teacher and Head Teacher will deal with the issue immediately. All adults to follow up what they have said e.g. keeping an eye, follow up discussion, etc. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all based upon our Christian ethos.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school or feel ill regularly.
- Always take an active role in your child's education.
- Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously.
- If a child has bullied your child, please do not approach that child or their parents or involve an older child to deal with the bully. Inform school immediately who will deal with it following school policy.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the school office.
- We ask parents not to allow their children access to social media as this can create problems which many parents find difficult to deal with and then create further problems in school. The recommended age at which children can manage cyber friendships is 13.

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately.
- Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.
- If you are a member of staff or a parent talking to a child you believe may have been bullied, be sure not to ask leading questions which might distort what actually happened.

Monitoring and review

This policy is monitored continuously by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in accordance with the school's review cycle or earlier if the need arises.

Appendix 1

When defined bullying has been identified as taking place, the following steps can be taken:

Step one – interview with the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings. She does not question him/her about the incidents but she/he does need to know who was involved.

Step two – convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three – explain the problem

She/he tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

The teacher does not attribute blame but states that she knows that the group is responsible and can do something about it.

Step five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Appendix 2

ADVICE FOR CHILDREN WHO HAVE BEEN BULLIED

1. What Can You Do If You Are Being Bullied?

Remember that your silence is the bully's greatest weapon!

- 1.1. Tell yourself that you do not deserve to be bullied, and that it is **wrong!**
- 1.2. Be proud of who you are. It is good to be individual.
- 1.3. Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- 1.4. Stay with a group of friends/people. There is safety in numbers.
- 1.5. Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- 1.6. Fighting back may make things worse. If you decide to fight back, talk to a teacher first.
- 1.7. Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will assess the problem and if they consider bullying is taking place will deal with bullies in a way, which will end the bullying and will not make things worse for you.

2. If You Know Someone Is Being Bullied

- 2.1. **Take Action!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- 2.2. If you feel you cannot get involved, tell an adult **immediately**. Teachers have ways of dealing with the bully without you getting into trouble.
- 2.3. Do not be, or pretend to be, friends with a bully.

3. Advice to Parents

As a parent:

- 3.1. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.

- 3.2 **Always** take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc. not just when you feel there is a problem.
- 3.3 If you feel your child may be a victim of bullying behaviour, inform the school **immediately**. Your complaint will be taken seriously and appropriate action will follow.
- 3.4 It is important that you advise your child not to fight back. It can make matters worse!
- 3.5 Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- 3.6 Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

Appendix 3

ADVICE FOR PARENTS OF CHILDREN WHO ARE ACCUSED OF BULLYING

No one likes a bully, and we've all heard stories of the long-lasting misery and harm it can cause. But what if you discover that it's your child who has been accused of bullying?

You have an important role in helping them to stop this behaviour, and may find it useful to try out some of the following suggestions from parents' organisations Parentline Plus.

Obviously, you will want to tell your child that bullying is totally unacceptable behaviour and has to stop.

But if you tell your child off without listening to their side of the story, they are more likely to sulk, rebel or ignore you.

You may want to punish your child, but punishment is not usually enough to change behaviour.

However, angry, or upset you may feel, try to avoid losing your temper or being violent with your child – this could just make matters worse.

You may think there is no problem – that it's just a 'bit of teasing' or that it's natural for children to fight one another – not so. What may seem normal behaviour to you and your child could cause much distress to others. Part of making good the bullying that has taken place is taking ownership of the actions.

- Make it clear that you love your child, it is the bullying behaviour you want changed.
- Discuss with your child how they think they might change their behaviour and what help they might need to do so. If they *are part of a group* that is *bullying* they may be under pressure and worried that they will be bullied too.
- Young children, especially, need to be told that hurting another child is not acceptable. *Help* them learn that using threats or force is not the way to get what they want. Older children need to be told that name calling, nasty teasing, spreading rumours about someone or *ignoring someone* all the time are all forms of bullying, as well as physical things like kicking or hitting or damaging possessions.
- *Help your child* develop a feeling of what it might be like for others. Being sensitive to your child's needs will help learn about being sensitive to others.
- *Bullying* is sometimes attention seeking behaviour. Show your child approval just for being who they are, take an interest in them and show that you notice them when they are doing *kind* and *positive things*, *not* just when they are being 'naughty'.
- Your child could be feeling very unhappy or insecure. Talk through any family problems that might be affecting them.