

St Andrew's CE Primary School, Great Yeldham

Anti-bullying Policy



Reviewed Summer 2020

St. Andrew's CE Primary School

Church Road

Great Yeldham

Halstead

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CO9 4PT

Introduction

At St Andrew's Primary School we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. Every child should be able to learn in a bully free environment. All children should feel confident that when coming to school they can spend the day in a place where everyone works together to support each other. When bullying does occur, children and parents should feel confident to report the behaviour secure in the knowledge that the report will be taken seriously and dealt with appropriately.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other act prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority Social Care. This policy is closely linked with our School Code of Conduct, Child Protection Policy and our School Vision & Values.

Aims

It is the responsibility of the Governing Body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Our aims are to:

- give a clear message and develop a strong school ethos that bullying is not acceptable and will not be tolerated
- produce a safe and secure environment where all can learn without anxiety
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with the school are aware of school opposition to bullying
- make clear each person's responsibilities with regard to the school's position

towards bullying

- make sure that bullies know how to stop bullying

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is an abuse of power, which makes the recipient feel upset, threatened, humiliated, angry or vulnerable. It undermines self confidence and may cause suffering, distress and a sense of injustice. Bullying can be physical, emotional, through racist taunting, of a sexual nature, homophobic, verbal name calling or cyber based.

- Emotional – excluding, tormenting, humiliating, ridiculing, ignoring
- Physical – pushing, kicking, hitting, violence, taking and damaging belongings
- Racist – taunts, graffiti, gestures, physical violence and mocking because of colour, ethnicity, culture, faith, origin or national status.
- Sexual – unwanted physical contact or comments of an unwelcome sexual nature
- Verbal - name calling, sarcasm, spreading rumours, and persistent taunting
- Homophobic – name calling and making offensive comments against lesbian, gay or bisexual people
- Cyber – harassment, alarm, distress or humiliation that uses internet – related and telephone technology. This can happen beyond the school day and transfer into the home environment.

Signs of bullying

Children are encouraged to report incidents of bullying either of themselves or of others. However, there are times when children will ‘suffer in silence’ out of fear of what might happen if the bullying is reported. Therefore, it is important that everyone watches out for the following indicators in the behaviour of victims of bullying. The victim might be:

- Behavioural: frightened or unwilling to come to school, absent from school more than usual, starting to stammer, performing less well at school, asking for money or stealing money, losing money on a regular basis, coming home for lunch, taking longer to get home, using different routes to school, sudden changes of behaviour and mood, concentration difficulties, truancy.
- Emotional: losing interest in school, withdrawn and anxious, secretive, crying

at night or having nightmares, becoming more aggressive and bullying others, refusal to say why unhappy, mood swings, tearfulness for no reason, lack of confidence, signs of depression.

- Physical: Loss of appetite or complaining of being hungry, stomach aches, headaches, unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, bed wetting

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause.

Equal Opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that everyone keeps an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

We recognise that some groups of pupils may also be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma & Traveller Children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bi-sexual

Strategies for Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Everything possible is done to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. Time will be spent not only with the victim but also considering reasons why a child becomes a bully. There are times when issues relating to bullying are discussed in class. Children are encouraged to raise general or specific issues where they are worried.

In Assemblies and PSHE opportunities for discussions about bullying are identified and discussed. Pupils are given the chance to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Role play gives pupils strategies on how to deal with any incident

arising either to themselves or others.

Pupils in the school are taught to tell an adult if they are concerned about bullying and know that any issues will be sensitively handled by an Emotional First Aider and the Senior Leadership Team.

Prevention

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school & class rules
- signing a behaviour contract
- 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

Implementation

The following steps may be taken when dealing with incidents:

School:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and a clear account of the incident will be recorded and given to the headteacher. The headteacher will interview all concerned, establishing the facts and building an accurate picture of events over time. All information will be recorded.
- Children should be made aware that they can report an incident to any staff member and/or their parents
- Parents will be kept informed.
- Appropriate measures will be put in place, focusing on a restorative approach with the perpetrator(s) and victim(s) together. This will be decided with all parties concerned.

Pupils:

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or a member of staff of their choice
- being encouraged to approach any member of staff to discuss it
- reassuring the pupil

- offering continuous support
- restoring self-esteem and confidence
- support from an Emotional First Aider

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil

The following disciplinary steps can be taken:

- the bully (bullies) may be asked to genuinely apologise
- if possible, the pupils will be reconciled
- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.
- after the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Any further incidents should lead to further intervention (through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

The Role of Governors

The Governing Body supports the head teacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head teacher

It is the responsibility of the head teacher to:

- ❖ implement the school anti-bullying strategy
- ❖ give a clear message that bullying is not acceptable and will not be tolerated
- ❖ ensure that all staff (both teaching and non-teaching) are aware of the school policy
- ❖ know how to deal with incidents of bullying
- ❖ report to the governing body about the effectiveness of the anti-bullying policy on request
- ❖ ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school
- ❖ ensure that all staff understand what procedures to follow when an accusation of bullying arises
- ❖ where these initial strategies have proved ineffective, contact external support agencies such as the behaviour support or educational psychology services

The Role of the Teacher

Teachers take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. All incidents of bullying that occur and are reported are recorded in the incident book, as are actions taken.

Teachers, who become aware of any bullying taking place, deal with the issue immediately by:

- talking to the child who has bullied: with explanation of why the actions of the child were wrong
- endeavour to help the child change their behaviour in future
- inform the head teacher and child's parents if the behaviour is repeated

Teachers take part in training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying:

- 1) should contact their child's class teacher immediately in order that difficulties in relationships in school can be sorted out in school rather than parents intervening themselves
- 2) actions should be agreed at this meeting and parents will be given feedback as to the outcome
- 3) should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

Parents have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

Monitoring

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this through reports from the head teacher.

Reviewed by Emma Flin Summer 2020

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