

Royston St John Baptist CE Primary School

Anti-Bullying Policy



Staff, pupils and parents aim to create a school community where bullying is not tolerated.

Our school community

- discusses, monitors and reviews and raises awareness of our anti-bullying policy at least annually
- supports staff to promote positive relationships and identify and tackle bullying appropriately
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively, effectively and promptly so that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy
- seeks to learn from anti-bullying good practice elsewhere and utilises support from relevant organisations when appropriate

What Constitutes Bullying?

The DFE defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' The Anti-Bullying Alliance defines bullying as 'the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.' Bullying is an imbalance of power against which a victim cannot protect him or herself. Bullying relationships may be:

- child or young person on another child or young person
- child or young person on staff/adult(s)
- staff/adult on child or young person
- adult on adult

Bullying has a very debilitating effect on the victims, causing them to lack self-confidence, to regard themselves as less capable than others, to have low self-esteem and often to see themselves as outcasts with no real friends. The longer bullying goes on, the deeper the impact on the bully (who may higher the tariff over time) and the bullied.

We are aware that:

- bullying exists in all ages, social ethnic and gender groups and in both urban and rural settings
- those who witness bullying are as deeply affected as those who are directly bullied

- children follow examples

If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves.

Symptoms of Bullying

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. Whilst others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to investigate the case in the first instance as bullying. Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

Signs of bullying might include:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining about missing possessions;
- refusal to talk about any problem;
- easily distressed;
- produces work below the expected standard for that pupil.

Types of Bullying

Direct:

- physical: pushing, kicking, and hitting or pinching, any form of violence, threats, taking belongings.
- verbal: name-calling, sarcasm, spreading rumours, persistent teasing, making demands.
- non-verbal/ emotional: tormenting, threatening ridicule, humiliation, giving 'looks', gestures, hiding things, exclusion from groups or activities.

Indirect:

- cyber bullying/ e bullying: text message, mobile phone images, e-mail, social network sites e.g. Facebook.

10 Specific forms of bullying ; why bullying is carried out:

- appearance
- ability
- health
- family or home circumstances, e.g. looked after, young carers
- social class
- racist: racial taunts, religion, culture
- disability , SEN
- homophobia, sexual orientation

- sexist, sexual and transgender, e.g. unwanted physical contact, abusive comments

What we, as a school do to stop bullying:

- we are a "telling school" where anyone who sees bullying or has it done to them is encouraged and expected to tell an adult.
- we inform the parents/carers of the bully of what has been happening at an early stage.
- we make the punishments for bullying known to all the children.
- we show all the children how to walk away from a bully.
- we make sure that relevant information is passed from teacher to teacher at transition meetings to avoid recurrence.
- we support Anti – Bullying week events in November each year
- we inform children, parents/carers of the national and local Helplines and agencies they can approach (app.4)
- we raise pupil awareness and understanding through curriculum opportunities e.g. PHSCE, Drama, Art, Music, Poetry.

We teach pupils how to handle their relationships with others

We explore such issues as ‘why do people bully each other?’

We are aware of the effects of bullying on the bullied, on bullies and on bystanders

Guidelines for Staff when incidents of bullying occur

Step 1: The 'No Blame Approach'

This approach is used as a method of dealing with any incidences of bullying which occur. Using this method the bullying is the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

1. The teacher interviews the pupil who has been bullied.
2. The teacher convenes a meeting with the pupils involved.
3. The teacher explains the problem.
4. The class/group shares the responsibility. The teacher asks the class/group for their ideas in circle time/circle of friends.
5. The teacher leaves it up to them to implement.
6. The teacher meets with the class/group, after a few days, to review the progress made.
7. The teacher will decide who, at this stage, needs to be informed.

Step 2: What Additional Punishments Will There Be If The No-Blame Approach Does Not Work?

The aggressor will be placed on report and the parents notified. The aggressor may be given a fixed term exclusion by the Headteacher if the bullying continues, in accordance with current Governing Body and L.A. guidelines. Throughout this process the school will support the pupil by:

- Providing opportunities for the pupil (aggressor) to account for their behaviour, put right the harm they have caused and face up to the consequences of their actions.

Guidelines for Pupils when incidents of bullying occur

Tell someone – it could be their teacher, parent/carer or any other adult in school, or a close friend who could tell an adult on their behalf

What Should The Pupils Tell An Adult?

- Who is the bully?
- How long has it been going on?
- How many times has it happened to you?
- Has anyone seen it happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before? 12
- Was anything done about it?
- Could there be a cause for this situation?

Data Collection and Analysis

The school will collect and analyse data relating to bullying on a regular basis (at least annually), in order to develop appropriate strategies and practices, for monitoring, reviewing and dealing with incidents. This will help the school to be confident that its pupils feel safe and supported, and that our school is effective in challenging bullying.

Methods

- Anonymous surveys – pupils, parents/carers
- School Council / Playground Friends report incidents
- Bullying Incidents File – records details of time / place / those involved / impact / action taken (identifying vulnerable pupils and priorities for action)
- Regular reports (at least annually) to Governing Body on bullying incidents
- Share information across school and authority network

Responsibilities

- School has a statutory duty of care as referenced in the following legislation:
- Children’s Act 1989: “duty of care” “welfare of child is paramount” “reasonable cause to suspect a child is suffering or likely to suffer significant harm”
- Children’s Act 2004: “safeguarding and promoting the welfare of children”
- Equality Act 2011: “cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, and sexual orientation” “protect against discrimination”

Prevention

The school promotes a culture of respect for all, where pupils feel safe, supported and empowered. Pupils, and their parents/carers feel safe in sharing their concerns about themselves or others. The school has in place a range of strategies that prevent bullying.

What Should A Pupil Do If They Witness Bullying?

- Tell an adult in school

What Should Parents Do About Bullying?

Parents should inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or

who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy and the Home-School Agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

Parents are aware of the school's complaints procedure and be assured that, should they make a complaint through that procedure, the matter will be taken seriously and dealt with accordingly

Summary

- We encourage a 'telling' culture.
- We offer guidelines for staff, pupil and parents when incidents of bullying occur.
- We raise awareness of issues relating to bullying within the curriculum
- Bullying will not be tolerated and all incidents will be taken very seriously. Investigations into bullying incidents will be thorough and involve both the bully and the bullied. The bullied individual must be supported but so too must the bully be supported to recognize their unsociable behaviour and offered support to modify that behaviour.
- Governance, the headteacher and all staff view bullying as a very serious impairment to the school's normal work and life, even though incidents are very small in number.

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