

*Eccleston St. Mary's
Church of England Primary School*



A Policy Document for Anti-bullying

Through Jesus, We Love, Learn and Grow

Previous review : Summer 2020

This review : Autumn 2022

Next review : Autumn 2024

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1. Introduction

It follows that, given the school's Mission Statement (*see Appendix 1*) and ethos, bullying is not deemed acceptable behaviour at any time. The school's definition of bullying is based upon definitions outlined in section 5.

2. Legal Requirements

This Policy should be read in conjunction with the Equal Opportunities Policy, Racial Equality Policy, Child Protection Policy, Safeguarding Policy and Behaviour Policy. Elements also comply with aspects of SEN and ICT. The Policy complies with the Human Rights Act 1998, the Race Relations Amendment Act 2000 and the Equalities Act 2010.

3. Values and Principles

The school supports the Directorate for Children and Young People's DCYP anti-bullying values and principles and we have adopted these values. (*Appendix 2*).

4. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

5. Definition of Bullying Behaviour

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further details of our school's approach to preventing and addressing bullying are set out in our Behaviour and Discipline Policy.

6. To whom this policy applies

This policy applies to all adults, children and pupils in the school community. This policy addresses bullying behaviour :

- child to child
- adult to child
- child to adult
- adult to adult

All adults have a responsibility to act under the duty of care

7. Responding to Bullying Behaviour

Procedures for Pupil Reporting

- First and foremost, if a child is being bullied or sees incidents, he / she should tell the teacher or any member of staff straight away.
- Pupils should report bullying incidents to their class teacher or a member of staff
- The pupils should be made aware that if they are the victims of bullying they must:- **“TELL AN ADULT”**
- Pupils should be encouraged to talk to other peers or buddies if they feel bullied in any way.
- Pupils can write down their worries if they prefer and give this information to an adult
- It is the responsibility of that adult (either staff or parent) to inform the Headteacher/Senior Teacher at the earliest opportunity.

Pupils observing bullying will be encouraged to be active bystanders by:

- Not allowing anyone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling an adult (member of staff/support staff) what is happening
- Encouraging the bullying pupil to join in with their activities or groups

- Telling the bullying pupil to stop what they are doing
- Showing the bullying pupil that they disapprove of his or her actions.

8. The role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur 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 headteacher 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.

9. The role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly or circle time as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children

feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

10.The role of the Teacher

- All teachers and support staff must be vigilant in observing occurrences of bullying and must not leave such incidents unchallenged.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- As well as challenging the bullying behaviour themselves, teachers must support pupils in responding to the incident.
- If staff have any concerns about adult behaviour they should report to their line manager or the Headteacher.
- Staff should be particularly vigilant at breaks and dinner times, around the corridors and toilets as these are times and places where pupils may be more vulnerable and bullying is not as easily seen.

11.The role of Parents

Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

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

In addition, the parents of the bullied child will be informed of the circumstances in order to assist the school in any counselling and/or monitoring which may be deemed necessary from the school setting or outside agencies.

12. Recording

If a pupil confides in a teacher or adult, they should be encouraged to write down what has happened or record the facts.

In cases of serious bullying, the facts should be recorded by staff and the incident recorded in the incident book.

All incidents deemed to be bullying must be reported to the Headteacher / Senior Teacher.

13. Intervention Strategies and Dealing with Incidents

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- Behaviour management for pupils will be introduced.
- An attempt will be made to help the bully (bullies) change their behaviour
- Peer support and support group approaches may be used.
- If possible, the pupils will be reconciled through restorative approaches.
- After the incident / incidents have been investigated and dealt with, each case will be monitored by the Class teacher and Headteacher.
- Other professionals working with the young people may be asked to get involved
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem

Sanctions

- If necessary and appropriate, police will be consulted
- All actions will be dealt with on an individual basis dependent on the type of incident that has taken place.
- If conclusive, the procedures/sanctions for a ***major discipline incident*** will be followed.
- In serious cases, suspension or even exclusion will be considered

Prevention

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

- Providing a safe and secure environment
- Upholding the school rules and the “OK to Tell” policy.
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Making posters to highlight what is bullying and how to deal with it
- Reading stories about bullying or having them read to a class or assembly
- Using role-plays and children working in peer to peer groups
- Having discussions about bullying and why it matters
- Opportunities to discourage bullying behaviour will be integrated within the school’s curriculum in particular in PSHE studies and through worship and circle times.
- Offering mentoring, counselling and peer support
- Offering mediation services
- Cyber bullying (see prevention and intervention methods in e-safety policy)

14. Monitoring Evaluation and Review

This policy is monitored regularly by the headteacher, 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 bi-annually. They do this by discussion with the Headteacher.

Governors analyse information with regard to gender, age, religion, disability and ethnic background of all children involved in bullying incidents.

Results of pupil and parent questionnaires are used to evaluate the effectiveness of the policy.

Appendix 1

Eccleston St Mary's Church of England Primary School



MISSION STATEMENT

Through Jesus, We Love, Learn and Grow

A Mission Statement sets out the rationale for the school's existence and purposes in terms of the values underlying:

- The education it offers to its pupils
- Its commitments to staff and pupils
- Its services to the Church and the wider community

In our Mission Statement, St. Mary's School aims:

- ✚ To promote the highest academic standards in all aspects of the curriculum by ensuring that all children develop their full potential regardless of faith, gender, race or colour.
- ✚ To facilitate the learning process by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching.
- ✚ To show concern and care, through a strong sense of Christian values, for all the teaching staff, together with all non-teaching staff and parents as well as pupils.
- ✚ To nurture links between school, home and the parish community. In providing an awareness and experience in the Anglican faith we further endeavour to cultivate the foundations of mutual respect and responsibility.
- ✚ To use the financial resources at our disposal to provide good accommodation and surroundings and the highest possible levels of staffing and equipment.

Appendix 2

Underpinning Values and Principles

Principles

- The welfare of Lancashire's children and young people is the paramount consideration at all times and Lancashire adopts a zero tolerance approach to bullying behaviour
- There needs to be a shared and consistent approach to anti-bullying
- We will engage with children and young people and partners throughout the process of developing, implementing and reviewing the effectiveness of our strategy
- We are committed to listening to and providing practical support for children who are involved in bullying incidents and to actively find means of enabling all children to communicate need
- Within all organisations there should exist clear lines of responsibility and accountability
- Staff will receive appropriate training, support and supervision
- We will constantly strive to continue to improve the quality of our anti-bullying work and the speed of our response.