



**THE DISTRICT**  
CE PRIMARY SCHOOL

# Anti-bullying Policy

Chair of Governors	Mr J Mitchell
Headteacher	Mrs L Shelford
Date adopted:	Review Date: November 2018

*The caring path to achievement, reflecting the values of Christ.*

At The District CE we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. We aim, as a school, to provide a safe and secure environment where all can learn without anxiety. Stringent measures are in place to reduce the likelihood of bullying.

Victims of bullying will be treated in a supportive manner and their case heard in an atmosphere of positive concern.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

### **Aims and Objectives**

- To give a clear definition of bullying.
- To raise awareness of bullying by ensuring that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching staff and non-teaching staff know what the policy is on bullying, and to follow it when bullying is reported.
- To ensure a whole school approach to bullying by ensuring that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

### **What is Bullying?**

There are a number of definitions of bullying but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged
- That it involves an imbalance of power
- That it may be verbal, physical, psychological, racist, sexual or homophobic.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (eg hiding books, threatening gestures).
- **Physical** – pushing, kicking, hitting, or any kind of violence.
- **Racist** – racial taunts, graffiti, gestures.
- **Sexual** – unwanted physical contact or sexually abusive comments.
- **Homophobic** – because of, or focusing on the issue of sexuality.
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing.

It is important to remember that **not all aggressive behaviour is bullying**. Some children, especially very young children, without the intention or awareness that it causes distress, may exhibit behaviour which appears to be bullying. **This type of behaviour is taken seriously by the school and will be addressed through the school's behaviour policy**. Adults in school and parents need to be clear about the distinction between bullying and isolated acts of aggression.

**It should be stated that usually victims of bullying become so through no fault of their own.**

However, on occasions, it is important to recognise that there can be different types of victims, they **may** be pupils who:

- Are new to the class.
- Are different in appearance, speech or background from other pupils.
- Suffer from low esteem (but it is not clear whether this is a cause or effect of bullying).
- Are more anxious or nervous.

## **Signs and Symptoms of Bullying**

A child may indicate through 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 walking to and from school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins truanting.
- Becomes withdrawn, anxious, or lacking in confidence.
- Threatens to run away.
- Cries themselves to sleep at night.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go 'missing'.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Is frightened to say what is wrong.

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

The District CE recognises that bullying can take place between a variety of individuals for example:

- Children bullying children.
- Staff bullying children.
- Staff bullying staff.
- Parents bullying staff.
- Staff bullying parents.

### **Why is it important to respond to bullying:**

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Those who are bullying need to learn different ways of behaving.

At District CE we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

## **Strategies for the prevention of bullying**

In order to encourage co-operative, non-aggressive play we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. These are:

- Whole School Christian Values.
- Crucial Crew Trip in Y5 – a project offered by St. Helens LA.
- Personal, Social and Health Education along with Relationships and Sex Education delivered throughout the school according to our scheme of work covers topics such as peer pressure, choices and bullying explicitly.
- E-safety lessons and cyber safety lessons.
- Strategies such as circle time and role play are used as a means to explore different issues as they arise in school.
- Posters, books and display boards are used to promote a positive attitude towards behaviour and friendships.
- Through Collective Worship and the Religious Education scheme of work we constantly talk about the importance of friendship and being a good citizen.

- We seek to promote a happy school.
- We seek children's opinions through pupil interviews and the school council and key issues from these are dealt with through circle time and at school council meetings.
- SEAL (Social, Emotional aspects of learning).
- Outdoor & Adventurous activities.

Alongside these strategies we encourage co-operative behaviour through:

- Play leaders.
- STARS.
- Play equipment on the playground.
- Buddies.
- Designated non-teaching staff to co-ordinate games sessions at playtimes – for individual children as and when the need arises.
- An annual residential visit focusing on teamwork, co-operation and self-worth.
- Pastoral Team.

## Procedures for dealing with bullying

When bullying has been observed or reported then the following steps should be taken:

The 'Seven Step Approach' should be used. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome from the victim. Punishment of the Bully may make things worse for the victim and therefore often leads to secrecy rather than disclosure.

## Reporting Bullying

How can pupils report bullying?

- By telling an adult in school.
- By telling a STAR or friend.
- Through the class worry box.

## Action

Designated staff will employ a restorative solution approach following a report of a case of bullying. This will take the form of:

- **Step 1** – interview with the victim – sometimes it is helpful to ask the victim to represent their feelings in a picture or in words to share with the alleged bullies.
- **Step 2** – Convene a meeting with the people involved (but not including the victim).
- **Step 3** – Explain the problem and decide what action needs to take place (sometimes there is a need for the adult to meet with the victim a second time to feedback information from the group and to clarify certain points but do not put the victim and the alleged bullies together).
- **Step 4** – Share responsibility - who is going to be responsible for which outcome).
- **Step 5** – Ask the group for their ideas – draw up a clear action plan.
- **Step 6** – With guidance to help children to implement the plan to correct their behaviour.
- **Step 7** – Meet with all parties at regular intervals to make sure the bullying behaviour has stopped – give praise where it is deserved.

## How will incidents be recorded?

- Recorded on Sims by class teacher or adult who may have witnessed an incident or whom the child has disclosed an incident to.

- Recorded on My Concern if a parent has raised a concern in relation to their child/children.
- Immediate note made in class or playground incident book outlining the name of the child making the report, the date and a brief outline of the problem.
- Records of follow up action and notes from any meetings to be recorded on Sims/My Concern.

## **Who will respond to a report of bullying?**

Incidents should be reported to a member of the Senior Management Team and the Pastoral Team and a lead adult will be identified to work with all parties, including parents to resolve the issue.

Relevant information will be shared with identified staff to raise awareness of the situation and to ensure the 'victim' is safe across the school day. More specific information will be shared with individual staff on a need to know basis.

## **Monitoring and Evaluating the Policy**

The Senior Management Team and Pastoral Team will review behaviour logs and My Concern reports daily to look for recurring incidents and see if these can be related to particular school routines.

If, on review it is deemed that the issue has not be resolved for a particular child or group of children and the bullying continues, then the following will happen:

- An APDR will be implemented and specific strategies and interventions will be identified to support both victim and bully.
- A referral to the St Helens Behaviour Support Team will be made which may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made).
- The Governing Body will be made aware of any disciplinary action taken.

### *The role of governors*

- The governing body supports the Headteacher 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 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.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident should follow the school complaints procedure. 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 Headteacher, and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

Related policies and guidance

- Behaviour Policy

<https://www.gov.uk/bullying-at-school/>