

**ST GILES CHURCH OF
ENGLAND PRIMARY SCHOOL**



Anti-Bullying Policy

March 2014

A DEFINITION OF BULLYING

At St Giles School, we believe that every child has the right to feel safe and secure in school and in the playground. We have zero tolerance of bullying and rigorously address any sort of behaviour which hurts, threatens or frightens any member of the school community. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and that action will be taken against the anti-social behaviour of the bullies.

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated over a period of time
- difficult for victims to defend themselves against

Bullying can take many forms, but the main types are:

- **physical attacks** - hitting, kicking, taking/ damaging belongings
- **verbal attacks** – name calling, insulting, making offensive remarks
- **indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- **relational bullying** – present in the form of malicious gossip, the silent treatment, where through purposeful manipulation a bully or bullies try to damage the victims' relationship with their peers
- **cyber-bullying** - in the form of abusive messages via text, e-mails and social network sites

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child has been adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences, for example because of Special Educational Needs or disabilities.

Bullying is often different from other aggressive forms of behaviour or friendship issues in its repetitious and often secretive nature. Bullying can take place anywhere in school but is more likely to happen in the playground.

AIMS AND OBJECTIVES OF THIS POLICY

- To promote the well being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression, where everyone has the chance to partake of the social and educational opportunities, offered by the school.
- To promote a whole school approach where signals and signs are identified and swift and effective action is taken.

This policy provides a framework and guidance within which all staff, both teaching and support staff can operate. It should be read alongside the School Improvement

Plan and other school policies such as the Positive Behaviour Policy, Equal Opportunities, Single Equality, Child Protection, Complaints and Curriculum Policies.

ROLES AND RESPONSIBILITIES

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school and ensures that the Anti Bullying Policy is in place and reviewed annually. This policy statement makes it very clear that any incidents of bullying that occur are taken very seriously and dealt with appropriately. The professional judgement of the Headteacher will be respected.

The Role of the Headteacher

The Headteacher, with the staff, will promote the school climate of mutual support and praise for success, that develops children's self esteem and makes bullying less likely to occur. It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that:

- all members of staff are aware of the school policy and are appropriately trained to deal with incidents of bullying
- all children know that bullying is wrong and that it is unacceptable in this school
- the profile of the school's anti-bullying culture is highlighted at every opportunity

The Role of the Staff

All members of staff in school should:

- take all forms of bullying seriously
- be vigilant and aware of the signs of bullying
- intervene to prevent incidents taking place
- listen carefully and calmly to pupils regarding alleged bullying incidents
- record significant incidents (who, when, where, how)
- advise both the victim and bully that records are being made
- actively support a climate of trust and respect for all within the school
- will address 'bullying' through the curriculum

The Role of Pupils

Pupils must tell someone if they are being bullied and must recognise they have a responsibility for their own wellbeing. Bullying will not disappear if ignored. Pupils should know that their concerns will be taken seriously. Pupils also have a duty to speak to an adult if they have concerns for another child in the school.

The Role of the Parents and Carers

Parents / Carers have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school community. The school works hard with parents to ensure clarity between friendship problems and bullying. Parents / Carers are encouraged to come into School immediately they are concerned that there is a situation that has already or may potentially become bullying. This can be done in the following ways:

- talk to the class teacher before or at the end of the school day
- phone the school office to arrange a time to speak with the class teacher
- put a note in the Home School Diary / Reading Record

- encourage / support their child to talk to an adult in school
- talk to the Headteacher

Guidance on signs of being bullied

These may be signs that Parents / Carers can look for in their child:

- not wanting to go to school or truanting.
- becoming shy, withdrawn and lacking in confidence.
- having 'mystery illnesses,' non specific pains, tummy upsets, headaches.
- arriving home with unexplained cuts/bruises or with clothing torn.
- becoming frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- asking for unexplained extra pocket money.
- reluctance to meet other children.
- personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- temper outbursts, abusive language or impulsive hitting out.
- bed wetting and nightmares.

The school works hard with pupils and parents to ensure clarity between friendship problems and bullying. Repeated friendship problems may indicate that bullying is happening.

What Parents can do about Bullying

- Discuss the matter sensitively with the child by encouraging them to talk about behaviour generally rather than specifically.
- Sympathise, listen carefully and try to calmly find out what happened.
- Reassure the victim that the bullying will cease.
- Inform the school and discuss the matter with the class teacher or senior member of staff. It is neither appropriate or acceptable to take matters into your own hands ie approach the 'bully' at school.
- If the bullying is in school (most incidents do happen during school hours) or on the journey to school, work out a plan of action with the staff and ensure it is put in place.
- Do not advocate a 'hit back' policy. This may be alien to your child's temperament and make the situation worse.

BULLYING LINKED TO ICT AND OTHER TECHNOLOGY

If a bullying incident directed at a child or young person occurs using email or mobile phone technology whilst in a children or young persons setting these strategies will be used:

- advise the child or young person not to respond to the message.
- refer to relevant policies including e-safety and acceptable use policy and apply appropriate sanctions.
- secure and preserve any evidence.
- inform the sender's e-mail service provider.
- notify parents of the child or young person involved.

- inform the Headteacher.

See School Policy for ‘e-safety and acceptable user agreement’

STRATEGIES TO COMBAT BULLYING

Proactive Approach

The school encourages cooperative play between children throughout the day, in order to reduce opportunities for bullying. These may include:

- a range of team games, such as football and cricket
- provision for quieter activities, such as music equipment, small play equipment and chatting in the Quiet Garden
- physically challenging activities on the trim trail and in the moat
- adult led activity sessions on the playground

Other pro-active strategies include:

- encouraging children to discuss differences openly between people that could motivate bullying through assembly
- making bullying a regular subject in assemblies
- making a particular focus in Anti-Bullying Week

The Curriculum

The curriculum can also be used to raise awareness about bullying and the anti-bullying policy, to increase understanding for victims and teach pupils how to manage constructively their relationships with others. This can be done through whole class discussion and assembly times but also by encouraging the development of a range of relationships and friendships across the school community:

- **Co-operative Group Work**
Children work together on shared tasks involving co-operation and individual accountability. Tasks might include problem-solving activities, discussion groups, role play and trust-building exercises. These activities encourage pupils to be more tolerant of each other, to be trusting and to become better integrated into their peer group.
- **Circle Time**
Time is set aside regularly for circle time and this is an integral part of the PSHE curriculum (see Policy). Circle time encourages children to focus on their own feelings and the feelings of others, to listen to one another and tolerate others' views, to learn to take turns and to discuss difficult issues.
- **Peer Mediators**
Some of the older pupils (Year 5 and 6) have been trained to act as peer mediators and resolve disputes. Although this is only suitable for some bullying situations, it can be useful to identify problems and solutions and diffuse tension between pupils.
- **Buddies**
All pupils are allocated a 'Buddy' at the beginning of each academic year. The pupils work with their Buddy on a weekly basis for a short period of time to build up a relationship.

- **Learning Mentor**

The Learning Mentor is available to all children and provides an additional opportunity for children to discuss any concerns or worries.

PROCEDURES TO FOLLOW

Once concerns about bullying have been raised, these procedures will be followed until situation has been resolved and intervention is no longer requires. The following methods focus on pupils who have been bullying as well as those being bullied. The aim is to establish ground rules that will enable pupils to co-exist together at the school. The following strategies may be followed by the Headteacher, or in some cases, the Class Teacher:

- hold brief, non-confrontational discussions with each pupil in a quiet room without interruptions – it may be relevant to talk to the bullying pupil first
- inform all relevant staff
- keep signed and dated records of reported events, including date situation is judged to have been resolved
- get an agreement with each that the child being bullied is unhappy and that the bully will agree to improve the situation – the adult may have to be prescriptive
- talk supportively with the bullied pupil about strategies that may help them
- involving the parents of both children
- monitor situation until an agreed review date
- maintain an ongoing dialogue until all parties are satisfied
- check whether the bullying starts again or targets another pupil
- consider involvement of outside agencies

WHEN TOUGHER MEASURES ARE NEEDED

Where pupils do not respond to the above strategies, it will be necessary to take further action, giving due consideration to the pupil's age, Special Educational Needs, disability or religious requirements. Sanctions that may be appropriate are removal from the class, fixed period exclusion and permanent exclusion, in line with the West Sussex Exclusion Policy.

PRINCIPLES OF GOOD PRACTICE

- the self-esteem of children is promoted
- pupils are aware of strategies they can adopt (see enclosed information for pupils)
- action plans involve the active commitment of more than one member of staff
- confidentiality is maintained by all
- the school cannot take responsibility for the behaviour of children outside school but any reported incidents may be investigated and parents consulted, where appropriate. We appreciate that behaviour of some pupils outside of school may link to the bigger picture within the school context.

This Policy should be read and used in conjunction with the school's Positive Behaviour Policy. It has been agreed by Governors and Staff of St Giles School in March 2014 and will be reviewed annually.

BULLYING INFORMATION FOR PUPILS

If you are upset by another child:

- try to stay calm and look as confident as you can
- be firm and clear – tell the other child to stop
- get away from the situation
- tell an adult what has happened straight away

If you have been upset by another child:

- tell a Teacher or another adult in your school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come along with you

If this happens again:

- keep speaking up until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

When you are talking to an adult be clear about:

- what has happened to you
- how it happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already