

St. Margaret's C.E.



St. Margaret's C of E. Primary School

Anti-Bullying Policy 2015

August 2015

Statement of Intent

Our vision is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- promoting respect and tolerance for each other and the school
- helping pupils towards an understanding of what is right and wrong
- supporting everyone in forming good relationships with adults and peers

We believe in tackling incidents of bullying by creating an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Aims and Objectives

The aim of our anti-bullying policy is to:

- clarify for students and staff what bullying is and that it is always unacceptable
- provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- involve the School Council in planning, discussion and circulation of any work related to anti-bullying
- have in place an anti bullying support system, that all staff and students understand and to apply the system consistently.

Definition of Terms

What is bullying?

Bullying:

- is hurtful, threatening, harmful and disrespectful behaviours. Bullying incidents involve a bully or bullies, a victim or victims and bystanders
- can include behaviours, which hurt, threaten or frighten another person or group of people
- can be unprovoked, can happen again and again and sometimes can continue for a long period of time
- is hidden and often victims do not tell about their experience for complex reasons
- reflects the misuse of power with one or more people victimised by the bully or bullies.

Bullying behaviours can include physical, social and psychological aspects such as:

- name-calling, taunting, mocking, making offensive comments
- kicking, hitting, pushing, fighting
- taking or damaging belongings, stealing money with threats
- text messaging, emailing, chat-room insults (cyber-bullying)
- gossiping, spreading hurtful and untruthful rumours
- socially excluding people from groups, e.g. not talking to them, excluding them from activities.

Bullying can be:

- emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- physical: pushing, kicking, hitting, punching or any use of violence
- racist: racial taunts, graffiti, gestures
- sexual: unwanted physical contact or sexually abusive comments
- homophobic: because of, or focussing on the issue of sexuality
- verbal: name-calling, sarcasm, spreading rumours, teasing
- cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

Bullying is harmful to all involved, not just the bullied, and can result in long-term outcomes of self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and in extreme cases serious mental health concerns and even suicide.

Other concerns, that might not necessarily easily fit into these headings, will be nevertheless taken seriously e.g. being picked on, taking advantage of another person.

We are aware that it is a possibility that the bully may be an adult and will follow child protection procedures where this is the case (see Child Protection Policy)

Signs and Symptoms

A child may indicate by 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 or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received.

Practice and Procedures

A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying.

Encouragement to tell

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means bullying is likely to continue.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- provide children with a framework of behaviour including class rules which supports the whole school policy
- emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- provide children with a good role model
- raise awareness of bullying through RE, stories, role-play, discussion, peer support, school council, PSHE and Collective Worship
- through the Head Teacher, keep the governing body well informed regarding issues concerning behaviour management
- The Head Teacher is responsible for the monitoring of the policy.

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school.

- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

Governors

The governors will:

- support the Head Teacher and the staff in the implementation of this policy
- be fully informed on matters concerning anti-bullying
- regularly monitor incident reports and actions taken
- be aware of the effectiveness of this policy.

B. Reacting to a specific incident

Recording

All incidents in or out of class should be recorded. Incidents clearly identified as bullying must be reported to a senior member of staff. Parents (of both the bully and the person bullied) should be informed of what has happened, and how it has been dealt with. Records of discussions should be filed and minuted by a third person.

Dealing with an incident

Whenever a bullying incident is discovered we will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. School expects to support all involved by:
 - talking through the incident with the bully and the person bullied
 - helping the bully and victim to express their feelings
 - talking about which rule(s) has/have been broken
 - discussing strategies for making amends
 - monitoring the situation to ensure repeat instances do not occur.
2. Sanctions may include:
 - missing break or another activity
 - formal letter home from the Head Teacher
 - meeting with staff, parent and/or child
 - pastoral support plan.
3. Parents (of both the bully and the person bullied) are informed of what has happened, and how it has been dealt with. Records of these discussions should be minuted by a third person and filed. If necessary and appropriate, police will be informed.
4. Child protection procedures should always be followed when concerns arise regarding bullying by an adult.

Monitoring

Careful monitoring and analysis provides us with regular opportunity to link monitoring to action planning for the following school year.

The senior member of staff for responsibility for this policy is the Head Teacher (Dan Whittle)

The Governor with oversight of this policy is the Governor with responsibility for Safeguarding (Sylvia Dempster)