

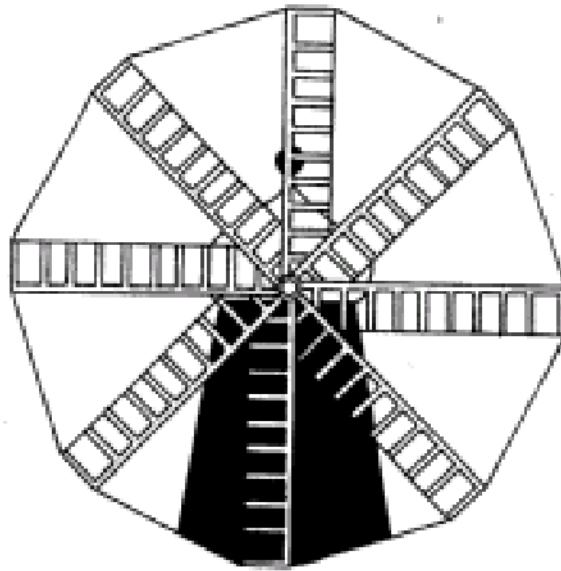
# Anti-Bullying Policy

## Heckington St. Andrew's Church of England Primary School

**Respect + Responsibility + Relationships + Resilience + Reverence**

**Five Rs = Ready for Life**

**"I have come that they may have life, and have it to the full." John 10:10**



**Approved by:** Curriculum & Standards

**Date:**

**Last reviewed on:**

**Next review due** July 2020  
**by:**

This policy should be read in conjunction with the following:

Child Protection, Safeguarding, Critical Incident, Discipline, Equal Opportunities, Grievance, Health and Safety, Whistle blowing

## 1 Rationale

- 1.1 Everyone at Heckington Saint Andrew's Church of England School has the right to feel safe, secure and happy. Only if this is the case will members of the school community be able to enjoy and excel.
- 1.2 Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to prevent it from happening and this policy contains guidelines to support this ethos. It is our aim to help build an anti-bullying ethos in our school.

## 2 Definition: What is bullying?

- 2.1 Bullying is defined in the Concise Oxford Dictionary as "involving the use of power or strength to coerce others by fear". It could also be described as "deliberately and repeated hurtful behaviour towards other people" who additionally may well find it difficult to defend themselves.
- 2.2 Bullying is:-
  - Deliberately hurtful, aggressive behaviour – either physical or emotional
  - Repeated over a period of time
  - Follows a pattern
  - Is difficult for the victim/s to defend themselves against
  - Where the victim is always the same person
- 2.3 Such behaviour may take one or more of many forms of which three are the most common:
  - *physical* deliberately *hitting, kicking, taking belongings*
  - *verbal* name-calling, insulting, making offensive remarks, threatening violence, ridicule
  - *indirect* spreading nasty stories, excluding from social groups being made the subject of malicious rumours, sending malicious e-mails or text messages.

## 3 Aims

- 3.1 To create and maintain an atmosphere in school where everyone, i.e. staff and pupils alike can live and work together without fear. Each member of the school community deserves respect for who they are and what they have to contribute to school life.
- 3.2 To foster and celebrate individuality as an enhancement to school life.
- 3.3 To combat behaviour which seeks to isolate or discriminate individuals or groups who are seen to be different. All incidents of homophobic or racial bullying are reported to the headteacher.
- 3.4 To make children aware of how to seek help if they feel bullied.

## 4 Objectives

- 4.1 The Aims & Values of Heckington St Andrew's C of E School and its Home School Agreement commit all involved in the school to working towards a pattern of behaviour and respect in our school community which will be preventive of bullying.
- 4.2 Accepting that it is most unlikely that bullying behaviour will be completely eradicated, it is the aim of the governors, teaching and support staff and parents of this that bullying behaviour should be:
- minimised, challenged, recorded and discussed with pupils and parents
  - dealt with in accordance with the school's aims and values and policy on behaviour.
- 4.3 The school takes care to ensure that all pupils know the difference between bullying and simply "falling out"
- 4.4 General good behaviour and discipline are essential to successful teaching and learning. Bullying behaviour is also unacceptable in our school for the following reasons:
- 4.5 *The safety and happiness of our pupils.* When children are bullied their lives are made miserable, they may suffer injury, they may be unhappy about coming to school and over time they are likely to lose confidence and self-esteem. Some may even blame themselves for 'inviting' the bullying behaviour.
- 4.6 *Educational achievement:* The unhappiness of bullied pupils is likely to affect their concentration and learning and some may well avoid bullying by not attending school.
- 4.7 *Providing a model for helpful behaviour:* If children observe bullying behaviour going unchallenged they may learn that it is a quick and effective way of getting what they want while those who are being bullied may interpret inaction as condoning unacceptable behaviour and will feel badly let down by adult authority.
- 4.8 *Stable adulthood:* The effects of persistent bullying are carried into adulthood. Our aim is to aid children in the process of becoming mature sensible adults.

## 5 Entitlement

- 5.1 All children are entitled to protection from bullying regardless of race, creed, colour, gender, disability, social or other irrelevant background or previous experience.

## 6 Implementation

- 6.1 The responsibility for implementing this policy is held by all members of staff.
- 6.2 Children are taught how to play an active part in keeping themselves safe. They are taught how to use the skills of communication, negotiation, decision-making and developing self-esteem through 'circle time' and informal discussions. These occasions give children the self-esteem and confidence to practise and use these skills and to explore

their own attitudes, values and behaviour and take increasing responsibility for themselves.

6.3 In the Early Years such appropriate and inappropriate behaviour is dealt with through guidance, through story, through role-play and as part of the Assembly and Collective Worship practice of the school.

6.4 Additionally, all classes employ Circle Time resources as teaching and learning materials with the specific purpose of improving self-esteem

6.5 All children are encouraged to firmly tell others to "please stop it, I don't like it" when something uncomfortable is being done to them - and to tell an adult if the offending behaviour continues.

6.6 Continuing to offend is regarded as a serious offence and will be dealt with as immediately as is practicably possible.

6.7 The school acknowledges that on occasions children will be aware of, say, inter-pupil tensions, when staff are not and they will be encouraged to share this knowledge with staff, in confidence, so that steps can be taken to rectify matters.

6.8 *Sanctions and Rewards:* The school believes that positive rewards for appropriate behaviour will eventually be a more successful correction of inappropriate behaviour than will sanctions. However, since bullying is regarded as a serious breach of the community ethos it will often be a matter which calls for the imposition of sanctions.

6.9 These will vary according to the seriousness and frequency of the incident(s) but will include:

- a quiet word, ( e.g. modest reprimand)
- loss of privilege, (e.g. loss of playtime)
- severe reprimand
- missing a pleasurable activity
- carrying out a useful task in school
- parental interview
- lunch-time exclusion
- general exclusion (in exceptional circumstances).

Sanctions will be applied as early as possible - with the child made fully aware of the reason.

6.10 *Implications for the behaviour of staff, pupils and parents:* The school expects that parents will co-operate by honouring the Home School Agreement. The expectations that we have of each other and of the pupils at the school will have a considerable effect on behaviour. The behaviour of adults towards each other and towards the children will have a dramatic influence on behaviour.

6.11 The staff of the school are agreed on the need to look for and expect high standards of courtesy and behaviour from all children at all times and they commit themselves to behaving courteously and respectfully towards each other and towards the children and anticipate that parents will make a similar commitment.

6.12 PHSE/circle time activities will include regular reference to bullying. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights,

relationships, justice and acceptable behaviour. It can also be used within the affected group to confront the bullying that already exists.

- 6.13 We use the curriculum wherever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.
- 6.14 The school rules incorporate steps to help children to show anti-bullying behaviour (see appendix).

## **7 Reporting Incidents**

- 7.1 Children are encouraged to report incidents to an adult in school. If a pupil tells another pupil that they are being bullied, or if they see bullying taking place, it is their responsibility to tell a member of staff.
- 7.2 A record will be kept of incidents at the teacher's/parent's/carer's discretion. These incidents will be recorded using CPOMs.
- 7.3 Older pupils may be asked to write a report themselves.
- 7.4 Any incidents that occur outside the classroom or in the teacher's absence must be reported verbally to the class teacher at the end of the session by the adult who has been involved.
- 7.5 For any other incidents at any other time in class or e.g. at swimming, the class teacher is the first point of reporting.
- 7.6 If children from different classes are involved, this may result in several teachers acting as facilitators.
- 7.7 All proven incidences of bullying should be reported immediately to the Headteacher. Incidents of racial or homophobic bullying should always be reported to the headteacher.

## **8 How to deal with incidents of bullying**

- 8.1 Be vigilant for signs of bullying
- 8.2 Always take reports of incidents seriously and investigate them
- 8.3 Never ignore suspected bullying
- 8.4 Don't make premature assumptions
- 8.5 Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean that they are telling the truth. Discuss issues appropriate to the issue and to their age and level of understanding.
- 8.6 If the incident is not too serious, adopt a problem-solving approach which moves pupils on from justifying themselves.
- 8.7 It is important to always include the victim as well as the bully, and to empower the victim to be able to state his/her preference for future behaviours.
- 8.8 If they are worried about openly discussing an incident when the aggressors are present (e.g. teasing during a lesson) the teacher in each class will provide reasonable opportunities for such children to be able to speak to them as soon as possible.
- 8.9 Victims need to know that being bullied is not something they have deserved and to feel secure in the knowledge that assertive behaviour, and even walking away, can sometimes be an effective way of dealing with bullying.

## **9 Parental Involvement**

- 9.1 Parents/Carers of bullies and their victims will be informed of an incident, the action that has taken place and will be asked to support strategies suggested to tackle the problem.
- 9.2 The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.
- 9.3 Persistent bullies may be excluded from school. A monitoring tool may be used, usually incorporating a reward for achieving desired behaviours.
- 9.4 Parents/Carers should reinforce to their children that they must tell someone should they ever be bullied.

## **10 Monitoring & Evaluating**

- 10.1 Whilst there is little history of bullying at Heckington Saint Andrew's Church of England School, we believe that one case is too many and that it is essential to regularly review this policy to ensure that we are strongly upholding these procedures.
- 10.2 Where necessary, we may call in outside agencies e.g. the Behaviour Support Service.
- 10.3 Any incidents of bullying and their resolution are recorded in our Incident Book, kept in the staff room. All significant incidents are recorded :
  - who was (or was alleged to be) involved
  - where and when it happened
  - what happened
  - what action was taken
  - how it was followed up.
- 10.4 Staff will inform the Headteacher of any incidents as it is likely that the Head will be the first port of call for a concerned parent.

### **Complaints**

Parents have the right to complain if they feel a situation hasn't been dealt with by the school. In this instance they should first complain to the chair of the governing board. However, if they are dissatisfied with the governors' response, they can take their complaint to a final stage, to an external body. If the complaint is about a school that is not an academy, contact the Local Government Ombudsman (LGO) on 0300 0610614 or 0845 6021983, or by email [advice@lgo.org.uk](mailto:advice@lgo.org.uk) or see their website at [www.lgo.org.uk/schools](http://www.lgo.org.uk/schools)

If the school is an academy, then contact the Young People's Learning Agency (YPLA) on 0845 337 2000, or by email [academiesenquiries@ypla.gov.uk](mailto:academiesenquiries@ypla.gov.uk)  
Ask for the YPLA Academies Central Unit or see their website at [www.ypla.gov.uk/aboutus/contactus/complaints/](http://www.ypla.gov.uk/aboutus/contactus/complaints/)

## **11 Review**

11.1 The Governing Body will review and assess the success of this policy

11.2 This policy will be reviewed annually by teachers, governors and the School Council. Required amendments will be passed on to the Governing Body for their full approval and agreement before any changes are made.