

ELLINGTON PRIMARY SCHOOL



ANTI - BULLYING POLICY

Introduction

As a school we take bullying and its impact seriously and pupils and parents should be assured that any known incidents of bullying will be responded to and that bullying will not be tolerated.

This policy builds on previous policies that have been in place since receipt of DfES guidance 'Bullying: Don't Suffer in Silence', in September 1994 and it pays particular attention to the most recent DfE Guidance: 'Preventing and tackling bullying' which was updated in July 2017.

The legal framework underpinning the policy is the Education and Inspections Act 2006 and the Equality Act 2010.

The policy should be read in conjunction with the school's behaviour and diversities policies. The ethos of our school fosters high expectations of behaviour, which has been highly praised in consecutive Ofsted judgements, and we will consistently challenge any behaviour that falls below our expectation and will seek ways to counter the effects of bullying that may occur within school or in the local community.

Objectives of this Policy

- To have a clear statement about bullying and to maintain an anti-bullying ethos and environment.
- To ensure all teaching, support staff, pupils, parents and governors have an understanding of what bullying is.
- To ensure all teaching, support staff and governors know what the school policy is on bullying and follow it when bullying is reported.
- To provide appropriate training for staff in dealing with behavioural problems.
- To ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To encourage communication and involvement between school and parents.
- To provide appropriate rewards and sanctions.
- To have a commitment to a multi-agency approach to anti-bullying.
- To make bullying an explicit theme in the curriculum and assemblies.
- To provide a forum for pupils to share and consider behavioural issues. (school council)

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What is Bullying?

There are many definitions of bullying but most have these things in common: -

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is often motivated by prejudice against particular groups.
- It is difficult for those being bullied to defend themselves.

There are many different forms of bullying but the four main types are: -

- Physical (e.g. hitting, kicking, taking belongings).
- Verbal (e.g. name calling, teasing, insulting, racist remarks).
- Emotional (e.g. spreading nasty stories about someone, excluding someone from social groups).
- Cyber (e.g. all areas of internet, such as email and internet misuse, mobile phone threats by text messaging and calls, misuse of associated technology such as camera, video, iPad and games consoles)

Bullying has been described as 'the wilful, conscious desire to hurt, threaten or frighten someone else by a pupil who has some sort of power over the victim' e.g.

- Greater physical strength (e.g. if an older child bullies a younger one)
- Greater number (e.g. if a gang of pupils bully a single child)

It is not bullying, however, if two pupils of equal power or strength have an occasional fight or quarrel and staff, parents and pupils are encouraged not to use the term bullying inappropriately.

Procedures

Bullying should be discussed as part of the curriculum but **teachers** should also employ general strategies to deal with the problem by: -

- Discussing bullying incidents with the children.
- Adopting a problem solving approach in less serious incidents.
- Administering sanctions in line with the school's behaviour policy in more serious incidents.
- Recording and reporting incidents of bullying and how they were resolved.
- Monitoring records to identify any bullying patterns.

The most serious incidents of bullying, which result in damage to property or person, will provoke a serious response and the involvement of parents, of the bullied and the bullying children, at an early stage.

Bullying incidents should be handled and reported by **support staff** in the same way as other incidents as outlined in: -

- The school's behaviour policy.
- The school's lunchtime and playtime policies.

All staff should listen to pupils and provide opportunities for them to express their views and opinions. They must be aware, however, that even very young children can understand the consequences of their actions.

The five Key points in dealing with bullying made in 'Don't Suffer in Silence' are:-

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts-several pupils saying the same thing does not necessarily mean that they are telling the truth.
- Adopt a problem solving approach, which moves pupils on from justifying themselves.
- Follow up repeatedly, checking bullying has not resumed.

Intervention Strategies, Techniques and Curriculum Support

The following strategies are employed to help to prevent bullying in school:-

- Co-operative and collaborative group work.
- Circle time, including 'Let's Think'
- Paired work
- Buddy Systems e.g. at playtime and lunchtime

- School Council
- Anti-bullying weeks
- E-safety days

The curriculum, particularly in RE, SMSC, PSHE and Citizenship, and assemblies raise awareness of bullying and the anti-bullying policy, the feelings of others, how to manage relationships etc. through for example:-

- Stories and discussion
- Dance and drama
- ICT

Dealing with Parents

Bullying is a community issue, which affects pupils and families as well as staff and governors who have to deal with its effects in school. Parents and families should be encouraged to promote anti bullying values within the home and to contact school if they are worried that their child might be bullying or being bullied.

Good practice when dealing with parents, who may well be distressed when reporting that their child has been bullied includes:-

- Recognising that the parent may be angry or upset.
- Keeping an open mind as bullying can be difficult to detect, so a lack of staff awareness does not necessarily mean that bullying has not occurred.
- Remaining calm and understanding.
- Making clear that the school does care and that something will be done.
- Explaining the school policy and making sure that procedures are followed.

Advice for pupils, parents, families and schools can be found on the parents' section of the DfE website. The following organisations also provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying.

- Kidscape
- The Diana Award
- The Anti-Bullying Alliance
- Childline
- NSPCC
- Young Minds
- Family Lives

Bullying outside the school's premises:-

Although the school is not directly responsible for bullying which occurs off the premises, e.g. where those bullying may not be from the school, the children should be encouraged not to suffer in silence and the following steps may be considered:-

- Talking to children about how to avoid or handle bullying outside the school premises.
- Talking to parents.
- Talking to heads of other schools and transport providers.
- Talking to police about problems in the vicinity.

Evaluation

There will be an annual review of this policy, the effectiveness of which will also be discussed in termly whole school staff meetings and half termly lunchtime supervisory staff appraisal meetings. Following governor involvement in its development it will also be the focus of governor monitoring visits from time to time.

Related Documents

- Behaviour Policy
- DfE Guidance: preventing and tackling bullying
- DfE Guidance: School support for children and young people who are bullied
- DfE Guidance: Cyberbullying advice for headteachers and school staff
- DfE Guidance: advice for parents and carers on cyberbullying
- Equality Policy

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