

Bosley St Mary's CE (controlled) Primary School



Anti-Bullying Policy

November 2018

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Introduction:

It is a Government requirement that all schools have an Anti-Bullying Policy. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to or as part of Social Media).

At Bosley Primary School, along with our strong Christian ethos, we believe that good behaviour and discipline are essential. Our aim is to give children a clear and acceptable view of what is right and wrong. To do this we will promote the values that matter. These include honesty, trust, fairness, respect for others, for property and the environment, tolerance and compassion as well as self-respect and self-discipline.

Aims and Objectives:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Guidelines for detecting and combating bullying:

We all need to be aware that bullying can happen at any time in school, including in the classroom, both during and after lessons, on corridors, on the playground, field areas, en route home or during outdoor/extra curricular activities.

All staff and parents need to maintain vigilance and play an active part in detecting and combating bullying. Pupils will be more likely to inform of incidents of bullying both in and out of school if whole school awareness is raised.

Types of Bullying can be:

Emotional	- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical-	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Disablist	because of, or focussing on the issue of disability including a learning disability
Hate crime related bullying	of children with special educational needs or disabilities, or related to race, religion or culture
Direct or Indirect	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet social media such as Twitter, Facebook, Instagram, Snapchat misuse. Mobile threats by text messaging and calls. Misuse of associated technology , i.e. camera and video facilities, Ipad, tablets or games consoles,

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **several times on purpose (STOP)**. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Steps we take to prevent bullying:

- provide opportunities for the development of social skills and self esteem within and across the curriculum and through use of circle time and PSHE
- praise caring and non-threatening behaviour
- provide caring and co-operative atmosphere within the classroom and throughout the school
- be watchful, observe the social relationships between pupils-both in and out of class
- provide opportunities to investigate bullying and how it can be eliminated through circle times discussion, drama, writing, posters, questionnaires
- be aware of potential 'trouble spots' around school-check playground, toilets and cloakrooms at break and lunchtimes
- make sure children know to inform an adult immediately bullying occurs
- provide support for children who have feelings of inferiority or of guilt
- use pupils as a positive resource to counter bullying through discussion as part of Pupil Voice sessions and helping to make newcomers feel welcome and accepted
- recognise that there is an increased risk of some children being bullied because of their characteristics or circumstances (for example children with special educational needs or English as an additional language) and are particularly watchful of their social relationships.

Signs and Symptoms:

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school

- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe and secure. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

The children were all asked this question as part of their Pupil Voice session and we have included some of their strategies in the list below:

- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually picks on individuals.
- Get away as quickly as you can.
- Keep on speaking out until someone listens and helps you.

- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- If you see bullying happening, tell an adult who you trust what's going on.
- Try telling the bully to STOP!
- Be wise about whether you can help or whether you need to get help.
- Don't join in - that makes you a bully too!
- Cheer up the victim, stand by them and be a friend to them.
- Don't let the victim be isolated - they're a bigger target if they are alone.
- Rumours about bullying situations aren't usually true - don't start them and don't spread them.
- Drain the power away from the bully by doing these things.
- Ignore people who tell you that you can't help.

Steps to take if an incident occurs:

- Offer immediate support to the victim- listen carefully and wherever possible offer strategies to avoid further recurrence
- Take the incident seriously, usually by involving a member of the Senior Leadership Team
- Fully record all incidents, together with the action taken (this will convey to victim and bully how seriously the school regards bullying behaviour)
- Ensure that all discussion and recording is undertaken with two adults present.
- Give the victim and bully a chance to each tell their side of the story, together if possible but supported by a senior teacher
- Make the bully aware that their behaviour is unacceptable.
- Inform the parents of both the victim and the bully of the action the school has taken. This will be done by the Headteacher or Deputy Head either by phone or a face-to-face meeting. Set a target/date for monitoring any agreed actions

Conclusion:

Bullying will not be tolerated within our school. In the event of an incident occurring, steps will be taken to give as much support as possible to the victim and to prevent a reoccurrence of the behaviour by the bully. In extreme circumstances this action may lead to exclusion.

Sources/Resources:

There are many on-line resources including:

Childline

Freephone 08001111

www.childline.org.uk

Kidscape

www.kidscape.org.uk

Bullying On Line

www.bullying.co.uk

NSPCC Parenting Advice and Support

<http://giveittime.gov.wales/?lang=en>

For children with SEND:

ceias.cheshireeast.gov.uk

<https://www.gov.uk/government/publications/school-exclusion>

<https://contact.org.uk/our-helpline/>

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