



ANTI BULLYING POLICY

1. Rationale

Every individual, both child and adult, has the right to attend Cotford St Luke Primary School in safety and to feel comfortable in the school environment. Bullying contravenes this right and will not be tolerated. To this end, all allegations of bullying will be discussed and investigated appropriately.

2. Definition

Bullying is the:

“Repeated, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power...”

(What is bullying, Anti-bullying Alliance)

No one type of bullying is any worse than another, since it is the perception of the recipient that is important.

3. Terminology

Following whole staff commitment to the Social and Emotional Aspects of Learning (SEAL) project, the following terminology has been agreed for use in school:

‘child who is bullied’ to be used instead of ‘victim’

‘being like a bully’ to be used instead of ‘bully’

4. Guidelines

4.1 Strategies For The Prevention of Bullying

On a regular basis, through assemblies and circle times, children will be made aware of what bullying involves and how it feels to be a recipient. The message will be clear that bullying is not an acceptable form of behaviour, and to be part of the school community all pupils will follow the school’s behaviour code.



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The school will seek to develop each child's self-esteem so that they are better able to resist bullying behaviour.

We are a 'telling school' where children are encouraged to seek help if they are unhappy about the way they are being treated.

Parents will be informed of the School's attitude towards bullying via the School Brochure and by the headteacher and/or the class teacher, if their child is involved in any such incidents.

The views of the children, through the School Council, will be sought to identify issues and to seek help in arriving at solutions that could be useful.

4.2 **Responding to Bullying**

In the first instance, the person receiving the complaint of bullying must decide if they have the skills and opportunities to deal effectively with the problem. If the answer is no, then they should report the matter to the child's class teacher immediately, informing the child of their actions. All children are encouraged to have a 'confidante' – a trusted adult in school who they feel confident talking to about a problem.

The class teacher will take steps to ensure every pupil's safety and will inform the headteacher of any bullying incidents. The headteacher will investigate and contact parents to make them aware of the situation. Parents will be kept informed as the investigation progresses.

Please reference the school's Behaviour Policy for more detailed guidance on the implication of bullying.

5. **Monitoring**

The named lead professional for anti-bullying is Mr Michael Wright, Headteacher.

Reviewing

This policy will be reviewed according to the agreed school timetable for policy review.



Appendix A

TYPES OF BULLYING

Physical - Pushing, kicking, hitting, punching or any use of violence.

Verbal - Threatening, name-calling, sarcasm, spreading rumours, teasing.

Emotional - Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly.

Racist – Any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma/Travellers. Review this statement.

Related to disability, SEN or health –behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or special educational needs come under this heading too.

Related to home circumstances –e.g. young carers or children in care.

Cyber bullying - Mobile, Internet and Wireless technologies used to taunt or abuse others.

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying
- Bullying through social media

Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

Issues related to adults, staff and wider community

- **Homophobic** - any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.

- **Sexist incidents** - perceived to be demeaning to a gender in general.

- **Sexual** - incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention

- **Transphobic** - incidents are those perceived to be insulting to someone's gender identity or to transgendered people



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Appendix B (i)

Signs of Bullying and What You Can Do About It - FOR CHILDREN

HOW DO YOU KNOW IF SOMEONE IS BEING BULLIED?

The person might seem quiet, scared, tearful or upset. The victim might start missing school or might not want to join in with games and activities. Their schoolwork might suffer and bags, sports kit or other possessions might go missing.

HOW DO BULLIES BEHAVE?

Bullies like to have power over people. Bullies are often loud and bossy. Sometimes they work alone and sometimes in groups. Bullies try to scare people. Often they are very cowardly and try to persuade others to join in with them. Bullies often spread horrid rumours about people.

WHAT TO DO IF YOU ARE BEING BULLIED

DO NOT SUFFER IN SILENCE.

- **Tell** someone you can trust – Parent, grandparent, school buddy, teacher, friend, brother, sister.
- **Try** not to show the bully you are upset.
- **Be** assertive without being aggressive. (Practise this).
- **If** you are worried about telling someone that you feel you are being bullied, or any other concern you have you can tell a school buddy.

WHAT TO DO IF YOU THINK SOMEONE IS BEING BULLIED OR IF YOU SEE BULLYING TAKING PLACE

- **Tell an adult** – parent/member of staff, remember: SILENCE IS THE BULLY'S GREATEST PROTECTION. You are not telling tales.
- If possible **take action**. Show your disapproval. Take responsibility – be a good friend.
- **Don't stand by** – this will be interpreted as support for the bully.



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Signs of Bullying and What You Can Do About It - FOR ADULTS

WHAT PARENTS CAN DO IF YOU THINK YOUR CHILD IS BEING BULLIED

- **Watch for the signs.**
A child may indicate by signs or behaviour that he or she is being bullied. If you are concerned, you may wish to ask your child and/or the school if someone is threatening or bullying your child.
- **Encourage open dialogue** with your child about school, share mealtimes whenever possible.
- **Share your concern with the school;** immediately, talk to the Class Teacher and if still concerned the Head teacher. Bullying is **not** a necessary part of growing up.
- **Don't encourage your child to hit back**, as he or she may lay themselves open to counter accusations if they do.
- **Boost your child's morale.** Help him or her to realise that it is not he or she but the bully who should feel ashamed.
- **Inform the class teacher** of any circumstances at home that may affect your child's behaviour.

IF YOUR CHILD IS THE BULLY

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

- **Remain calm.** Talk things over and try to discover why they are bullying others. The bully, like the victim, needs help and support.
- **Share your concern** with the school and **ASK FOR HELP.**
- **Help your child** to accept responsibility for his/her actions.
- **Be aware** of the signs of repeat behaviour in the future.



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The School:

- will work with children on a regular basis, raising the awareness of bullying. This is done as part of their Literacy work, drama, circle time, and through units of work in the SEAL project (Social and Emotional Aspects of Learning).
- will teach children strategies of how to deal with bullying through their work in the SEAL project.
- will address the importance of friendship in PSHE particularly with regard to the development of the emotional and social competence of pupils. The process will include how to make friends and how to cope with friendship breakdowns and reinforce the importance of class identity.
- takes part in the Anti Bullying Week dealing with a wide range of issues on the subject of bullying.
- shows that everyone is equal by word and example.
- discusses openly, when appropriate, problems, issues and concerns of the pupils and, wherever possible, solutions are found.
- investigates all complaints.
- treats bullying as an open subject; therefore, it is discussed at assemblies and in class. Children are regularly encouraged to discuss any problems.
- encourages children to accept responsibility for their actions and the consequences of those actions. Children are told that hurting people, whether physically or emotionally, is wrong. This is reinforced through the School Code.
- encourages each child to recognise his/her own self-worth through all learning especially play and discussion (e.g. circle time).
- places emphasis on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions.
- makes an effort to develop a positive attitude in all the children where tolerance of others and respect for individual differences are seen as being of paramount importance.