

ANTI-BULLYING POLICY



ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words '*As I have loved you, so you must love one another*' (John 13:34).

Rational

This policy outlines what St Mary's School will do to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We are committed to developing an anti-bullying culture; including bullying between adults, children or adults and children, and this will not be tolerated.

Our school community will:

- Monitor and review our anti-bullying policy and practice on a regular basis, ensuring that all governors and staff know what the school policy is on bullying, and follow it, should bullying be reported.
- Support all staff to promote positive relationships to prevent bullying and identify and tackle any bullying behaviour appropriately and promptly.
- Ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- Reassure parents and pupils that they will be supported if bullying is reported and that as a school we take bullying very seriously.
- Report back to parents/carers and in turn will work with the school to uphold the anti-bullying policy.
- Ensure that the pupils are aware that all bullying concerns are dealt with sensitivity and effectively so that they feel safe to learn.
- Support all pupils through encouraging them to develop positive social skills and attitudes by learning how to relate to and respect each other.

Definition of Bullying

Bullying can be described as any behavior that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

The three main types of bullying are:

- **Physical**

This includes hitting, kicking, scratching and the taking or deliberate damaging of property.

- **Verbal**

This includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic or transphobic), teasing, threats and extortion or sending nasty notes, text messages, emails etc.

- **Indirect**

This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic or transphobic harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, gender identity or sexual orientation.

Strategies for identifying bullying

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. However, some of the warning signs can include:

Individual signs

- Torn clothing and damaged books
- Sudden mood swings
- Loss of belongings
- Requests to be accompanied to and from school
- Bedwetting
- Nail biting
- Nervous tics
- Sleep walking
- Flinching
- Underachievement
- School refusal
- Temper flare ups
- Physical marks
- Avoidance of certain days
- Psychosomatic illness

Whole school signs

- Graffiti
- Frequent name calling
- Poor attendance
- Pupils appearing to be afraid
- Social exclusion
- Pupils being alone at break times
- Pupils not willing to approach adults

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, gender, sexuality, religion or culture.

- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Cyber-bullying.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience and self-esteem.
- Consider all opportunities for addressing bullying including through the curriculum; through displays; through peer support; the e-safety curriculum and through the school council.
- Train all staff including lunchtime staff, to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.

If, on any occasion, bullying is suspected of taking place the following procedures should be adhered to:

- Discuss the incident with the victim
- Identify the accused bully/ies
- Obtain witnesses if possible
- Advise the Senior Leadership Team
- Confront the bully/ies to investigate
- If allegations are substantiated implement sanctions appropriate to the incident
- Inform the Head Teacher/Deputy Head Teacher
- Inform the parents of the victim and the bully of the details

Involvement of pupils

We will:

- Discuss children's views on the extent and nature of bullying through Circle Time and PSHCE.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying campaigns in school where appropriate.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to address the problems they have.

Liaison with parents & carers

We believe in the importance of working in partnership with parents. As such, we ensure that our staff understand the value in meeting and communicating with parents regularly to discuss any concerns.

Parents should make contact with the class teacher initially whenever they have any concerns. The class teacher may decide to involve colleagues in any discussions depending on the nature of the concerns, e.g. Phase leader, Senior Management Team, Deputy Head, Head Teacher or SENCO for SEN.

When responding to parents, it is important to listen to and write down concerns raised. In order to prevent a misunderstanding, staff are encouraged to read back any concerns as they understand them. Parents should be reassured and explained that an investigation will take place. Under no circumstances should a parent be informed of an outcome prior to the member of staff investigating the incident(s).

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices

This policy links with a number of other school policies, practices and actions plans including:

- The teaching of Citizenship and PSHE.
- Behaviour Policy
- The records of racial and LGBT incidents.

Preventative Strategies

- High levels of supervision.
- Ensuring adequate adult/child ratio when going on a school trip/walk etc.
- Positive reinforcement kind and helpful behaviour e.g. if one child assists another who has fallen over in the playground.
- Reinforce caring for each other through Bible/related stories in Collective Worship and other appropriate curriculum areas.
- Reinforce caring through the 'Value words'.
- Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell Midday Supervisor/Classroom Assistant/Teacher straight away.
- Carpet Discussion Time – when incident brought to the teacher's attention e.g. pushing, fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?
- Through the teaching of PSHE discuss different families within our society
- Ensure that teaching and teaching resources reflects the diversity in our society – ensure that everyone feels included
- Keep records of incidents – Complete an incident form (in staff room) and report to SLT if a pattern of behaviour is emerging or serious incident occurs parents to discuss ways of resolving the situation. (Use of behaviour cards).
- Playground equipment and adults support – markings/games on the playground, picnic tables and lunchtime equipment (playground storeroom) all help to keep children positively focused on desired behaviour as well as adult support for play.

- Teach children how to recognize when others do not like what is happening to them – sad face, crying.

Monitoring & review – policy into practice

We will review this Policy every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken on both prevent and respond to bullying.

This Policy will be working if:

- Children feel safe and secure in school.
- Children know what to do should they feel threatened or frightened by anyone.
- Parents, staff and governors are familiar with the policy and are actively involved in its support.
- Staff and governors are consulted regarding review/policy decisions.

To be reviewed: **Autumn 2021**