

**St Mark's Elm Tree C.V.E.A.
Primary School**



**Anti-Bullying
Policy**

**Reviewed September 2016
Approved by Governors
To be reviewed September 2018**

St Mark's, Elm Tree C.E.V.A. Primary School

Anti-Bullying Policy

AIMS OF THE SCHOOL:

At St Mark's, Elm tree Church of England Voluntary Aided School we:

- Build Christian values into the ethos and teaching and enable children to make their own informed choices about their faith;
- Strive to develop the full potential of all pupils;
- Give a high priority to the spiritual development of all in the school community;
- Place collective worship at the centre of our daily life;
- Welcome all children, whatever their parents' beliefs, attaching a high priority to strong links between school, home and parish.

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.

AIMS AND OBJECTIVES OF THE POLICY:

- To make the policy a working document for all. For parents, staff, governors and pupils at the school.
- To ensure that antisocial and aggressive behaviour in this school does not occur, and when it is reported, that it is dealt with immediately and sensitively.
- That the pupils of the school are better equipped to deal with bullying that takes place outside school and by others who are not pupils at the school.
- The staff, governors and pupils of St Mark's, Elm Tree Primary School are opposed to any form of bullying and promote the respect of the individual and their right to go about their daily routine free from threat, intimidation or coercion.

VALUES UNDERPINNING OUR ANTI-BULLYING POLICY:

- School is to be a safe, secure affirming place in which our pupils can flourish and grow in confidence.
- We will work with children who present bullying behaviour to understand the causes and effects of their actions.
- We will model compassionate behaviour towards victims and perpetrator.
- Parents and all involved in the care of pupils involved in bullying will be consulted in decisions regarding the management of these children, and their opinions valued.

DEFINITION OF BULLYING

We consider bullying to be:

- Repetitive, wilful or persistent
- An imbalance of power leaving the victim feeling defenceless
- Intentionally harmful, carried out by an individual or a group

Certain problems that occur outside of school may, on occasion be brought into school. A positive working relationship between home and school is essential for the success of our behaviour management policies and we directly encourage any parent/guardian to come into school to discuss and share problems that they feel may contribute to their child's behaviour

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:

Physical

A child can be physically punched, kicked, hit, spat at, etc.

Verbal

Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality or culture.

Emotional

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.

Damage to Property or Theft

Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Cyber

Use of technology to hurt someone's feelings such as the use of text messages (see esafety policy for further information) and the use of MSN type messaging can be particularly distressing.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- Tell someone of your concerns before they get worse. Fighting back often makes things worse. Talk to a teacher or parent/guardian first.
- It is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. Make someone aware.
- If you feel you cannot get involved, tell an adult immediately.
- Do not be, or pretend to be friends with a bully.

IDENTIFICATION AND PREVENTION

As a parent:

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, become withdrawn or not complete work to their normal standard.
- Physical signs (torn clothing).
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your son or daughter is aware of the school anti-bullying policy, and that they should not be afraid to ask for help.

As a school:

- Organise the school in order to minimise opportunities for bullying. E.g. provision of increased supervision by a play leader at lunch times.
- Discuss aspects of bullying, and appropriate ways to behave towards each other through PSHE programmes of study, circle time, circle of friends, whole school assemblies and class worship.
- Raise awareness through anti-bullying events and anti-bullying week activities.
- Use of bully boxes and reflection boxes to allow children to report incidents of bullying discretely to a chosen adult.
- Children given opportunity to report incidents of bullying confidentially via email at our anti-bullying address.
- Playground buddy system and friendship stop to promote inclusion during play times.
- Education of all adults in daily contact with pupils to recognise symptoms of bullying.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Encourage pupils to treat everyone with respect.
- Create an atmosphere where children feel affirmed.
- Make parents aware of all support systems running in the school.

All of the above will be reinforced with new parents and through the school prospectus.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

- All incidents of bullying/suspected bullying to be reported to the Head Teacher, bypassing all other systems e.g. via the class teachers behaviour book (see Behaviour Policy).

- Teachers will record incidents brought to their attention on the anti-bullying report form and hand this to the Head Teacher.
- Head Teacher to investigate and if bullying identified proceed as per policy.
- Incident will be recorded in HT's behaviour book under the name of the perpetrator. If the perpetrator is not known the incident of bullying will be recorded separately in the HT's behaviour book under the victim's name.
- A victim of bullying will be encouraged to give the name of the perpetrator and assurances given and followed up for the victim's safety and peace of mind.
- Class teachers/SENCo/appropriate support staff will be informed and involved in the decision making process.
- Victim's parents will be informed by the HT.
- Support for the victim will be provided.
- If/when known, perpetrator's parents to be informed by HT.
- Support for the perpetrator's behaviour management
- Parents of perpetrator and victim to be totally involved in decision making process regarding strategies for handling each situation.

Strategies may include one or more of the following:

REMOVAL STRATEGIES:

- Removal of perpetrator from problem area (a period of detention)

COOLING DOWN STRATEGIES:

- Perpetrator to accompany teacher/midday supervisor at playtimes.
- Limit opportunities for both children to interact.

INVOLVEMENT OF OUTSIDE AGENCIES:

- Educational Psychologist, Behaviour Support, any other agencies already involved with the family.

DISCIPLINARY PROCEDURES:

- Instigated for persistent offenders following the guidelines in the School Behaviour Policy which could result in referral to the pupil disciplinary committee of the Governing Body and possible permanent exclusion from the school.

Recording of Strategies:

- All reports must be recorded, signed and dated.
- All meetings must be recorded in dated minutes.
- A detailed, dated record of support and strategies for the perpetrator and victim should be kept by the HT.
- The situation should be regularly monitored.

MONITORING:

- The school council will be given the opportunity to report on their perception of bullying in school.

- Governors will be informed of any concerns regarding bullying behaviour.
- Parents will be asked to give their opinions via an annual questionnaire at one of the schools consultation evenings.

CONFIDENTIALITY:

Following an incident of bullying, information regarding the strategies employed to address the incident with the victim and the perpetrator will be confidential to that pupil, his/her parents/guardians and agencies involved.