



St. Luke's CEVA Primary School

Anti-Bullying Policy

We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.



December 2021

At St. Luke's CEVA Primary School we aim to create a positive, safe and secure learning environment based upon **mutual respect** and **high expectations**, so that all members of the school community can excel and enjoy a full school life. This reflects our belief that every child is a unique to God and entitled to be given every opportunity to be the best that they can be in all respects.

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Our aim:

To create positive relationships through mutual respect and care

Following the example of Jesus we aim to build on our Core Christian Values (CCV) of Compassion, Forgiveness, Respect, Perseverance and Trust because;

We use our values to:

Ensure we understand that we all have rights and responsibilities, believing that everyone in the school is important and has the right to be valued. We expect each individual to respect others, their families, their cultures and beliefs - ensuring fairness/equity of treatment for all:

Encourage self-discipline and a reflective mind-set, where pupils are able to recognise and manage their own behaviour and treat each other and staff with courtesy;

Lead by example. Adults are key role-models and should at all times set a good example – being assertive, consistent, fair, approachable and willing to listen;

Work in partnership to form positive relationships with parents and carers and to develop a shared responsibility in the implementation of the school's policies;

Demonstrate consistency of response to both positive and negative behaviour;

Challenge. Ensure that all lessons fully engage and meet the needs and interests of all students;

Enable pupils to be proud of St. Luke's - to encourage all students to take pride in their academic work and enrichment activities whilst representing the school in competition and in everyday appearance.

A Definition of Bullying:

Bullying is a wilful, conscious desire to hurt, threaten, intimidate or humiliate someone else, and is often repeated over a period of time. Bullying can take many forms, for example verbal, physical or psychological. It can also take place remotely in the form of cyber bullying. Being a bystander who encourages someone to humiliate or hurt someone else can also be considered as an act of bullying. The primary strategy SEAL (Social and Emotional Aspects of Learning) materials indicate that there are three key characteristics of bullying:

- 1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
- 2. Bullying is deliberate and often premeditated.**
- 3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

School aims and objectives:

- We do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.
- We aim to produce a safe and secure environment where all can learn without anxiety
- We aim to produce a consistent school response to any bullying incidents that may occur, whether they occur within school, or involving our pupils outside of school.
- 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.
- We aim to build resilience and confidence in children as they grow through the school and encourage them to speak up, both through our PSHE curriculum and through the general ethos of the school which values pupil voice.

Whilst we accept that all schools have bullying, no form of bullying is acceptable in our school. It is the job of all adults and children at the school to ensure that bullying, once it has been identified, is quickly dealt with. We aim to create an environment where children can speak out when they feel vulnerable or when they witness bullying. We want to empower children to speak up immediately if they witness a bullying incident or suspect that one of their friends is subject to bullying.

Like adults, children can exhibit bullying behaviour for a wide number of reasons, and it is important for us to understand the reasons behind incidents of bullying in order to fully tackle the underlying issues. Sometimes children do not fully realise the implications of their actions on other children and sometimes bullies have indeed been subject to bullying or trauma themselves. We will judge our own success in terms of tackling bullying not only by reducing incidents over time but also by looking at the long term positive impact that learning and support provided by the school to both the victims of bullying and the bullies themselves.

All incidents of alleged bullying MUST be recorded by HT in writing on an "Alleged Bullying Incident Form & Log" and also on a school excel spreadsheet administered by the HT.

The role of governors:

The governing body supports the school in all attempts to eliminate bullying from our school. They monitor the incidents of bullying that occur and review the effectiveness of the school policy regularly through the PSP sub-committee. The governors require the school to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying in line with the school's complaints procedures.

The role of the Headteacher, Lead Behaviour Manager (DHT) and SLT:

The Senior Leadership Team sets the school climate of mutual support and praise for success, so making bullying less likely. **When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.**

It is the responsibility of the Senior Leadership Team to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. Collectively they have the whole school overview in this area, co-ordinated by the Deputy Headteacher. **All staff are to report incidents of bullying to a member of SLT and preferably on the Safeguard Software site as this starts the digital record.** The DHT will monitor and report incidents of bullying within the wider monitoring of behaviour on a termly basis for both SLT and governors and liaise with the HT at all times.

It is essential that the SLT take a lead in supporting the school's positive ethos and deal directly with identified incidents of bullying. In more serious incidents, the Headteacher or Deputy Headteacher must contact the families of the children.

All senior staff, led by the Headteacher, are to ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school, for example through assemblies and the school council. The SLT ensure that staff receive sufficient training to be equipped to deal with all incidents of bullying at the annual behavior update in September each year.

The role of staff (all adults working in the school)

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. They work to ensure a positive environment and will intervene to prevent incidents from escalating. Staff take all forms of bullying seriously. Staff keep their own records of all incidents that happen in their class and that they are aware of in the school, and report this to the Deputy Headteacher with overall responsibility for behaviour.

Resolutions and outcomes of school work to reported incidents of bullying must include:-

- **Primacy is given to support for the victim which ensures that they are safe**
- appropriate sanctions and support for the perpetrator depending on the severity of the misdemeanour (in line with the overall behaviour policy in discussion with the Headteacher / Deputy Headteacher)
- training for victim which includes understanding ways that they can avoid being a victim in the future
- training for perpetrator which includes understanding why they have acted in such a way and understood the impact that they have had on other children
- on-going monitoring by staff at the school to ensure that there are no further incidents

If staff become aware of any bullying taking place between members of a class, it is to be dealt with immediately.

The role of children

Children also have a key role to play in building collaborative relationships. It is essential that staff provide experiences within the context of the classroom that foster collaborative learning and encourages a positive dialogue between children. Additionally, placing children in positions of responsibility as playground buddies and members of the school council, helps children to take a lead in the creation of an environment that is incompatible with bullying.

The role of parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review:

Monitoring of bullying will be a termly agenda item on Governing Body meeting. The Governor with responsibility for Safeguarding will visit the school every term examining the school's incident forms, and discussing relevant issues with the Deputy Headteacher with responsibility for Behaviour, the Safeguarding Lead, the Head of Inclusion and the Headteacher. This may happen in conjunction with the Vulnerable children meeting termly. In preparation for the visit, The Deputy Headteacher with responsibility for behaviour will have analysed behaviour data with reference to children's ethnicity, age and gender.

This policy should be read with reference to the Peer on Peer Policy, Behaviour Policy, SEN Policy, Positive Handling Policy and Safeguarding, Child protection & Early Help Policy.

Guidelines for preventing bullying

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- **Check toilets as you go by**
- **Listen to the children**
- **Observe the children's behaviour and friendship patterns**
- **Never ignore aggressive behaviour - to ignore it is to condone it!**

The sort of atmosphere that we want in our school is characterised by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

What should the child do?

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. You should not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracising is very upsetting and can make children miserable.

In order to prevent bullying, everyone must:

- Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.

- If necessary, break up the group dynamics by assigning places in the classroom. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying and break up groups.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying to the SLT.

Cyber bullying

Bullying can be done through communication technology (cyber bullying) e.g. text messaging, e-mail or postings on websites.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. **Advise the child not to respond to the message**
2. **Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions**
3. **Secure and preserve any evidence**
4. **Inform the sender's e-mail service provider**
5. **Notify parents of the children involved**
6. **Consider delivering a parent workshop for the school community**
7. **Consider informing the police depending on the severity or repetitious nature of offence**
8. **Inform the LBN e-safety officer**

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff.

1. **Inform and request the comments be removed if the site is administered externally**
2. **Secure and preserve any evidence**
3. **Send all the evidence to Alex Nagle at CEOP at ww.ceop.gov.uk/contact_us.html**
4. **Endeavour to trace the origin and inform police as appropriate**
5. **Consult with LBN triage and inform LBN e-safety officer**

The school may wish to consider delivering a parent workshop for the school community

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

IMPORTANT

If bullying is happening, find out the facts by talking to the bullies and victims individually. If the bullying is about particular issue (e.g. death, divorce, disfigurement), mount an education programme about the problem, but not focused on a particular child. Call in parents, ask for their suggestions and solicit their support.

If you come across bullying, what can you do?

- **Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control over the situation.**
- **Take the incident or report seriously**
- **Take action as quickly as possible**
- **Think hard about whether your action needs to be private or public; who are the children involved?**
- **Reassure the victim(s); don't make them feel inadequate or foolish**
- **Offer concrete help, advice and support to the victim(s)**
- **Make it plain to the bully that you disapprove**
- **Encourage the bully to see the victim(s) point of view**

- **Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power**
- **Explain clearly the punishment and why it is being given.**
- **Inform DH so a Restorative Justice approach can be started.**

Involve others:

- Inform SLT
- Inform colleagues through briefing if the incident arose out of a situation where everyone should be vigilant e.g. toilets
- Inform/ask HT & DH to speak to both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Final steps:

- Make sure that the incident does not live on through reminders from you
- Try to think ahead to prevent a reoccurrence of the event if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

- Being over-protective and refuse to allow the victim to help his/herself
- Assuming that the bully is bad through and through; try to look objectively at the behaviour with the bully
- Keeping the whole incident secret because you have dealt with it
- Trying to hide the incident from the parents of the victim or bully
- Calling in parents without having a constructive plan to offer either side.

Breaking up bully groups

- Meet with the victim(s) separately - have them write down what happened or write their version for them and read it back to them
- Meet with each member of the group separately - have them write down what happened or write their version for them and read it back to them
- Agree with each member of the group separately what you expect and discuss how he/she has broken the school guidelines
- Meet with them as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders
- Talk to parents of all involved - show them the written statements
- Keep a file on bullying with all statements and penalties
- Do not accept false excuses: if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

Important:

If a child was injured, ask DSL to take photographs of the injury so it can be recorded on safeguard software

Why do children become "chronic" victims?

- Feel bad about themselves
- Bullying reassures them because 'it fits'
- Get upset if told that they are good
- Set out to prove that they are bad
- Destroy good things they do
- Go out of their way to be picked on
- Say no one likes them
- React sensitively
- Are excessively emotional
- Easily upset
- Struggle to show humour
- Are slow to settle in
- Likely to be jumpy and wary

Helping victims

- Teach them to tease
- Teach them how to be teased - use role play
- Encourage them to talk about what has happened
- Make a list of what could be said in response
- Teach them not to respond, if appropriate
- Shout NO! in the mirror
- Practice walking confidently
- Draw or write about feelings
- Eliminate any obvious causes of bullying

Why do children become "chronic" bullies?

- feel insecure
- feel inadequate
- feel humiliated
- are bullied by parents and siblings
- become a scapegoat in the family
- are physically, emotionally, sexually abused
- are under considerable pressure to succeed
- are not allowed to show feelings
- feel that they cannot fit in; they look odd or feel different to their peers
- feel no sense of accomplishment.

Punishment of bullies reinforces their negative feelings.

Helping the Bully:

- set clear limits
- write them down
- explain the penalties
- work on self-esteem, bolstering any good behaviour
- don't allow excuses
- ensure bully apologises - face to face
- reward good behaviour
- set goals (one day - one hour at a time) regarding self-control. Help him/her to know what to do
- practice stress control - deep breathing, counting up to 10 etc.
- role play situations
- reinforce that it is good to walk away
- NEVER allow bullying behaviour to be reinforced

Agreed by School Councillors on:

Agreed by the Governing Body PSP committee on:

To be reviewed: Jan 2022 by PSP