

THE EDWARD RICHARDSON PRIMARY SCHOOL TETFORD

ANTI-BULLYING POLICY

Review, Responsibility & General Information

Policy Category	Curriculum & Delivery
Review Cycle	Biennial
Body determining Review Cycle	Governing Body
Date of Governors meeting when last agreed	1 st March 2016
Date of last review	22 nd February 2016
Term next due for update	Spring Term 2018
Date due for next agreement by Governors	Summer Term 2018
Member of staff responsible for this update	Andrew Hyde
Member of staff to whom queries are directed	Andrew Hyde
Governor responsible for this update	Chairman
Policy on website	Yes
Requirement	Statutory

Introduction

Bullying is an ongoing and wilful, deliberate or sometimes unconscious desire to hurt, threaten or frighten someone else, either as an individual against others or in a group against an individual or others. We have a separate, and detailed, definition of bullying.

Bullying can take many forms:

- Verbal - Characterised by name calling, teasing, making insulting remarks;
- Indirect - Spreading rumours about someone, excluding someone from social groups;
- Physical - Hitting, kicking, taking belongings.
- Emotional
- Cyber bullying

There are very important reasons for challenging bullying behaviour and ensuring that our school ethos views bullying as unacceptable and that pupils are taught to see it as such:

2.1 The safety and happiness of pupils

When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy to come to school. They are likely to lose their self confidence and self esteem.

2.2 Educational achievement

Bullying has an impact on learning. The unhappiness of bullied pupils is likely to affect their concentration.

2.3 Setting good standards of behaviour

Those pupils who are being bullied may interpret perceived inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

2.4 Parental trust and confidence

Parents will be reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.

2.5 All concerned with the school, including teachers and parents, are responsible for maintaining acceptable standards of discipline and behaviour in schools and for regulating the conduct of the pupils. It is within the context of our whole school behaviour policy that we make a positive response to any incidents and that the eradication of bullying receives serious consideration and emphasis.

Working towards a non-bullying ethos

3.1 All staff will encourage cooperative behaviour by making use of the methods of praise and reward in order to develop a non-bullying ethos in line with the Equality Act (2010). We recognise that this approach contributes towards children being helpful, kind and caring to their peers or adults and therefore helping achieve the required ethos. Children who have a proven problem in this area will be offered support and rewarded for development. They will be enabled to understand the viewpoint of all concerned and why bullying behaviour is unacceptable.

3.2 As well as being constantly on the lookout for instances of challenging behaviour, staff are expected to be sensitive to good behaviour and adopt a 'catch them being good' philosophy. The school deploys a positive behaviour management strategy. When children behave in an exemplary manner, they should be rewarded. By responding to good as well as challenging behaviour the supervisor or teacher is perceived as someone who is fair-minded and not simply someone who is performing a negative policy role on the playground or in the classroom. Moreover, children who misbehave as a way of getting attention from an adult can be encouraged to be well behaved as an alternative and more attractive way of receiving this attention. Reference should be made to the separate policy on behaviour.

3.3 Publicising or raising awareness by promoting the non bullying ethos of the school is important. Assemblies and collective worship can actively promote cooperative behaviour. Themes such as friendship, compassion, tolerance etc may be discussed and role play may be used to help children empathise and understand the feelings of others.

3.4 All staff will work to ensure that communication within school keeps everyone informed about any incident of bullying so that collective action can be maintained.

3.5 All use of language which could be considered offensive or derogatory

towards a particular group within society will not be tolerated. It may be that the language was not understood in a broader context or was not intended to be offensive but it is imperative that the use of offensive language is challenged so that it will not become 'normalised'. Language, for being used in a derogatory way with regard to gender, race, sexual orientation, appearance or any other perceived difference will not be tolerated and must be challenged.

Responding to bullying incidents

- 4.1 It is important to try to establish the facts. Bullying should not be confused with disagreements which involve two parties and both staff and parents should note that children involved in this latter kind of disagreement may claim to be 'bullied' in order to gain sympathy and an emotive response. Children who claim to be bullied when they are not may, indeed, be considered to be bullying through their attempt to focus negative attention on other pupils. Whilst such disagreements may not be bullying it should be noted that their impact may be similar and they should be addressed immediately and fairly in order to ensure that this is not the case.
- 4.2 It is important that all staff know how to respond to a bullying incident should it occur and a list of agreed strategies are outlined below. These approaches ensure that direct and collective action emphasises that bullying behaviour is unacceptable and will not be tolerated.
- 4.3 If a bullying incident is caught early, a 'problem-solving' approach may help. The adult remains neutral and, where possible, avoids direct closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure that each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring.
- 4.4 Children involved in bullying others may feel quite justified in their actions, and may be reluctant to admit to them. It can be difficult for staff or parents to build an accurate picture of events or to be sure of who is telling the truth. Staff can often build on their special relationship with individual pupils to encourage honest and direct discussion. A follow up meeting, arranged by the class teacher with the pupils, can find out whether the solution has been effective. The aim should be to get pupils to reflect upon their actions, recognise that they are unacceptable but cannot be changed, and focus upon avoiding making similar mistakes in the future. Strategies should be suggested to support the pupil in achieving this outcome. Schools are an environment within which to learn and the acquisition of socially acceptable behaviours is a key part of this learning process.
- 4.5 Sanctions should be used where bullying behaviour is clearly proven. These sanctions will relate to the school's discipline policy. Suitable sanctions can be useful in responding to one-off incidents of bullying which do not result

in actual physical harm. A reprimand by the headteacher or Key Stage Coordinator may be sufficient to deter a pupil from name calling or mild teasing. For bullying which results in damage to person or property, a more serious response should be considered.

- 4.6 Involvement of parents throughout each stage is essential. They need to be given the opportunity to assist the school and support any action being taken. It is also vital that accurate records of bullying incidents are kept. These are in a book in the Headteacher's office.
- 4.7 Exclusion as a response to bullying would only be used if all other possible strategies have been thoroughly explored and have been ineffective.