

## St George's C of E Primary School

### Anti- Bullying Policy

At St George's C of E Primary School we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

#### **Aims and objectives**

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

#### **What is bullying?**

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

#### **The Nature of Bullying**

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- Repeated often
- Often difficult for individuals who are being bullied to defend themselves against.

#### ***Bullying can take many forms:***

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites like Facebook or Ask FM)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend)

## **Our Approach to Bullying**

We believe that if children are in an environment where positive relationships are modelled by adults and other children we will minimise the incidents of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity. Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. The School Council will be an active voice for children across the school. Anti-bullying will be a key part of the School Council weekly agenda.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and a senior member of staff will be informed. The Children and Family Support Manager will keep a log of all incidents alongside all other behaviour logs

A log of incident is maintained and reported to governors on a termly basis.

### ***We have two aims when reacting to incidents of bullying:***

1. To make the child who has been bullied feel safe
2. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. A senior member of staff is informed in the first instance. This could be deputy phase leader, assistant head, deputy head or head.
2. The pupil who has been bullied is interviewed and their comments recorded if deemed necessary.
3. The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded if deemed necessary.

4. The senior member of staff dealing with the incident will consider contacting the parents of the child accused of bullying and invited to a meeting; a meeting with appropriate adults.
5. A plan of action will be agreed by all parties. Dates will be set to follow up the incident and acted on accordingly.
6. In persistent circumstances sanctions may include:
  - Permanent exclusion
  - Temporary exclusion
  - Exclusion from the school premise at lunchtime
  - Exclusion from the playground at lunchtime
  - Temporary move out of current class
  - Arrangements for parent to supervise pupil to and from school daily.
7. The parents/carers of the pupil and the pupil who has been bullied are kept informed and supported throughout the whole process

### **The Role of the Governing Body**

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log and termly reports from head teacher to governors.

Governors require the head teacher 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 all cases, the governing body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

### **Monitoring the Policy**

This policy is monitored on a day-to-day basis by the senior members of staff, who report to Headteacher on a weekly basis about the effectiveness of the policy.

The annual 'children's voice' survey will inform staff and governors on the effectiveness of the policy.

Anti-bullying is a regular agenda item for the School Council. Feedback is given to the Headteacher via notes from the meeting. These notes are published on the school website.

To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective, the log and strategies will be reviewed alongside the Children and Parent questionnaires.

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.