# St. Luke's CE Primary School



## Anti-Bullying Policy

# Contents

## Definition

Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

**See Appendix 1**

## 1. Statement of Intent

At St. Luke's, we believe that:

- Bullying, including cyber bullying, is undesirable and unacceptable
- Bullying, including cyber bullying, is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of our community will be listened to and taken seriously
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Children and young people should talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously
- Children and young people should be involved in decision-making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying, including cyber bullying, and other forms of abuse
- We tackle bullying, including cyber bullying, best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- When someone says or does something unintentionally hurtful and they do it once, that is considered rude.
- When someone says or does something intentionally hurtful and they do it once, that is considered mean.
- When someone says or does something intentionally hurtful (on purpose) and they keep doing it (several times) even when you tell them to stop or show them that you are upset, that's bullying.

*(Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond*

*to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools. DfE 'Preventing and Tackling Bullying' March 2014)*

# 2. Aims and Objectives

**The aim of our anti-bullying policy**

As a result of our consultation, our stakeholders prioritised the following aims:

- To assist in creating an ethos in which attending school is a positive experience for all members of our community
- To make it clear that all forms of bullying, including cyber bullying, are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils/children/young people to report incidents of bullying, including cyber bullying
- To deal with each incident of bullying, including cyber bullying, as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change
- To liaise with parents and other appropriate members of our community
- To ensure all members of our community feel responsible for helping to reduce bullying

**The objectives of our anti-bullying policy**

As a result of the aims and via further consultation, St Luke's has agreed the following objectives:

- Our whole community can evidence ownership of the school/setting anti-bullying policy
- To maintain and develop effective listening systems for children, young people and staff within school
- To ensure all staff deal with incidents of bullying, including cyber bullying, effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school/setting community (e.g. midday supervisors, part-time staff/volunteers, governors) in dealing effectively with, and if necessary referring, bullying, including cyber bullying, incidents
- To communicate with parents and the wider school/setting community effectively on the subject of bullying
- To acknowledge the key role of every staff member in dealing with incidents of bullying
- To ensure that all incidents of bullying, including cyber bullying, are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations
- To promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations

# 3. Practice and Procedures

**What we do to prevent bullying**

Everyone involved in the life of the school/setting must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all involved have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the beehaviour expectations
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- support each other in the implementation of this policy

All the members of the school/setting community are expected to report incidents of bullying.

**All staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour, including rules, which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support, school council, etc.
- Through the head teacher/SLT, keep the governing body well informed regarding issues concerning behaviour management
- Regularly promote and teach the STOP (several Times On Purpose) definition
- Have members of the SLT who are responsible for the monitoring of the policy
- Ensure pupils (and parents) are clear on what meets the definition of bullying and what is not considered bullying (although this is still unacceptable).

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify a governor to be the nominated 'link' within the SLT

Through the development and implementation of this policy, St. Luke's trusts that all children,parents/carers and staff will:

- Feel confident that everything is being done to make St. Luke's a safe and secure environment
- Know who can be contacted if they have any concerns about bullying, including cyber bullying
- Feel supported in reporting incidents of bullying, including cyber bullying

- Be reassured that action regarding bullying, including cyber bullying, will take place

## Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

### At home –

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received.

### At school –

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school.

### In both locations –

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above.

## How we respond to bullying

## Recording

Before recording an incident it may be useful for staff to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

(Although incidents may not be bullying, including cyber bullying, they should always be followed up thoroughly in the school and dealt with appropriately.)

All incidents of bullying (as defined above) will be recorded by the school on CPOMs. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout any investigation.

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log on CPOMs.

## Dealing with an Incident

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

### Parents

It may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Has the behaviour been several times on purpose? (STOP)
- Is it a disagreement or the result of play which has become out of hand?
- Is it a 'falling out of friends' matter?
- Is it rude, mean or bullying?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

(Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

### School
1. The school/setting community needs to be made aware that when a bullying, including cyber bullying, incident has come to the attention of adults in the school/setting, it has been taken seriously and action has resulted.

The school will support all involved by:

o Talking the incident through with all parties involved
o Supporting the person who has been bullied to express their feelings
o Supporting the person displaying the bullying behaviour to express their feelings
o Explore the use of Restorative Approaches
o Discussing which of the school rules(s) have been broken
o Discussing strategies for making amends

2. Measures will be in line with the school's behaviour and discipline policy, and may include:

o Explanation why the inappropriate behaviour is unacceptable
o Reparation of damaged relationships

o       Restorative Approaches
o       Time away from an activity
o       Meeting with staff, parent and child
o       Missing another activity
o       Formal letter home from a senior staff member/head teacher expressing concerns
o       Time out from the classroom
o       Pastoral support plan
o       Red Card (Dinner time detention)
o       Fixed term exclusion
o       Permanent exclusion

3. Safeguarding procedures will be followed when child protection concerns arise

# 5. Links with other policies

This policy is linked with the following policies:-

- Positive Behaviour Policy
- Relationships policy
- Safeguarding procedures
- Equality Act

# 6. Review of policy

This policy will be reviewed on an annual basis

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children, staff, parents and carers, governors, and people from other organisations involved with school (inc. before/after school clubs)

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governors on a regular basis.

# Appendix 1
## What is bullying?

At St. Luke's we define bullying simply as **Several Times on Purpose (STOP)**

Bullying, including cyber bullying, is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages of the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

## Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying, including cyber bullying, is an abuse of power – that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying– there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

Bullying can be:

- physical (such as violent acts or non-consensual touching),
- verbal (such as name calling),
- non-verbal (such as glaring at someone),
- sexual (such as making homophobic/lewd comments or non-consensual sexual touching),
- social (such as excluding someone from social groups),
- technological (such as cyber bullying or sending hateful text messages or emails).

Bullying, including cyber bullying, can be motivated by many reasons and can be targeted at a variety of aspects of a person's character. We can be bullied because of:

- our appearance
- our lack of confidence
- our family situation
- our disability
- our ability

- our size
- our gender
- our religion
- our sexual orientation or perceived sexual orientation
- our economic status
- our racial group
- where we come from
- our special needs

It is important when defining bullying to consider the implications on the whole community.  All members of the community, adults, children and young people, can be subject to being bullied and to perpetrating bullying.

If an individual considers him or herself to have been bullied, this may have a negative impact on emotional wellbeing, which can perpetuate the fear of a further perceived or real incident. Any reported incident must be taken seriously.

## Is It Bullying?

When someone says or does something UNINTENTIONALLY harmful and they do it once, that's

### RUDE

When someone says or does something INTENTIONALLY hurtful and they do it once, OR you INTENTIONALLY do it back, That's

### MEAN

When someone says or does something INTENTIONALLY hurtful and they KEEP DOING IT even when you tell them to stop or show them you're upset, that's

### BULLYING