

# Anti-Bullying Policy 2017 and 2018



Holy Cross CEVA Primary School

This Policy needs to be read in conjunction with School's Inclusion Policy and Positive Behaviour Management Policy. This policy should be in full support and accordance with the Education and Inspection Act Section 8, 2006, and also the Equalities Act 2010. School is determined to comply with non-discrimination provisions.

## **What is Bullying?**

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often, but not exclusively, repeated and habitual. Behaviours used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular victims.

Research illustrates that the most common forms of school bullying includes derogatory language based upon:

- 1) Appearance
- 2) Homophobic and derogatory language regarding sexuality or perceived sexuality
- 3) Lack of ability in sport and PE
- 4) Being a good worker
- 5) SEN and disability. Perceived lack of intelligence or speed of work.
- 6) Race, faith and belief, culture
- 7) Friendship issues
- 8) Family name and/or background

However, it is important for schools to consider that abuse may also be founded upon other factors, such as; differences of social class, gender, behaviour, body language, personality, reputation, lineage, and family history.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language; such as (but not exclusively) homophobic, racist, transphobic name-calling which can inhibit a pupil's ability to feel safe and valued.
- Psychological/Emotional/Relational bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, negatively affecting another's self-esteem, etc.
- Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property, etc.
- Cyber bullying: using social media and technologies to spread rumours, blackmail, subtly coerce, etc.

### **It is our aim to:**

Ensure that our Inclusion/ Christian Ethos statement emphasises an inclusivity that welcomes all, and respects and respects all members of the diverse community.

Ensure that all children and adults within school have a common understanding of what bullying is.

Minimise all forms of bullying.

Communicate clearly to children and parents the school's strong response.

Stress that the whole school community acts together on this issue.

Acknowledge that some issues/topics are sensitive for families and individual children and so work towards thoughtfully dealing with individual cases.

In Collective Worship and SMSC education, themes and values that play a part in challenging bullying in all forms will be explored.

To regularly review, evaluate and adapt the curriculum to sensitively address anti-bullying issues and promote diversity within the community, such as learning about role models from other cultures, religions or life-styles.

Governors will take responsibility for monitoring and evaluating the effectiveness of anti-bullying strategies and ensure that regular reports about bullying and wellbeing are part of the cycle of governor's meetings.

Continually work to maintain a warm and harmonious atmosphere within school.

### **Principles**

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.

- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during school / extra curricular time and on school premises whilst issues are resolved.

### **Whole School Strategies to Minimise Bullying**

1. A regular programme of PSHE work and assemblies to address related issues.
2. There will be regular teacher – class discussion, e.g during circle time, ‘Dino School’, dealing with friendship / playtime issues.
4. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying;
5. A school Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying:

If you see someone being bullied:

- DON’T rush over and take the bully on as this could cause further conflict;
- DO let a teacher or other staff member know;
- DO try to be a friend to the person being bullied;
- DON’T be made to join in;
- DO try to help the bully stop bullying.

If you are a victim of bullying:

- TELL a teacher or another adult in school;
- Tell your family;
- TAKE a friend with you if you are scared to tell someone by yourself;
- KEEP telling people until someone listens;
- DON’T blame yourself for what has happened.

## **How the School Responds To Specific Allegations of Bullying**

Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be:

A Teaching Assistant;

School's Pastoral Leader;

Another teacher known to them;

A Lunchtime Supervisory Assistant;

A member of the School Council (who will then refer the case to an adult)

1. The children must be given every opportunity to report the bullying in the first instance, but it will be the class teacher or Pastoral Leader who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.
2. The class teacher or Pastoral Leader will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
3. Both bullied and bullying parties are informed that the situation is being monitored by the adults concerned.
4. If further bullying occurs, the parents of both parties are usually contacted (school may adapt this approach if it is clear that these discussions would cause further anguish) in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.
5. As a result of the discussion clear expectations are laid down as to:
  - Expected behaviour and attitudes;
  - Where the bullying child should be at specific times of the day;
  - Who they should report to, and when;
  - What follow up processes will need to be followed;
  - What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending day.
6. Support is given to the bullying child, as well as the victim, to raise their self esteem and develop appropriate social skills.

School makes all members of staff very aware of the need to tackle bullying and the use of derogatory language swiftly and appropriately. Such incidents that are witnessed or reported are logged by school and appropriate measures, such as those stated above, are undertaken.

The School Governing Body receives written and verbal reports on the incidents of inappropriate language and the repercussions of its use on a regular basis.

Individual circumstances will determine the precise arrangements to be made.

This policy needs to be read alongside school's Behaviour Policy and Inclusion Policy.