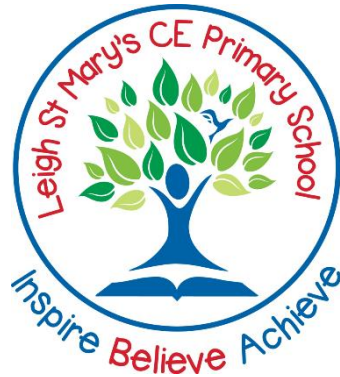# Leigh St Mary's Church of England Primary School

Anti–Bullying Policy

Updated: February 2024

Review: February 2025

Acting Headteacher: Mrs S Watson

Named personnel with designated responsibility:

Designated Senior Person for Safeguarding and Behaviour Management: Mrs S Watson

Deputy Designated Senior for Safeguarding and Behaviour Management: Mrs J Coop and Mrs C Wilkinson

Nominated Governor for Safeguarding: Mrs Sharon Howard

Chair of Governors: Mr Ashley Turner

Our School Mission Statement

<u>INSPIRE</u>   To be the best that I can be

<u>BELIEVE</u>   To believe I can make a difference for good in this world

<u>ACHIEVE</u>   To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Document Purpose
This policy reflects the values and philosophy of Leigh St Mary's Church of England Primary School in relation to bullying. It gives a framework to which all staff, teaching and non-teaching staff work.

Audience
This policy document, having been presented to and agreed by the whole staff and Governing Body, is available to all members of the teaching and non-teaching staff, and to the Governing Body.

Aim of the policy
- To raise awareness of bullying;
- To bring about conditions in which bullying is less likely to happen in the future;
- To reduce, and if possible eradicate, instances of all types of bullying;
- To ensure that all staff are aware of this policy and fulfil their obligations in relation to it;
- To reassure parents that every effort will be made to protect children against bullying.

Statement of Principles
- All children and adults have a right to feel secure, to be able to trust without fear and to expect protection from adults in positions of care and responsibility.
- Children have a right to take a full part in their education, in an environment that does not subject them to cruelty or create despair.
- All staff will have a responsibility for the safety of others and will be alert for signs of bullying behaviour.
- Bullying will be discussed in school openly and regularly.

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

Nature of Bullying

All negative behaviour is not bullying. We need to be clear about the distinction between bullying and isolated acts of negativity.

Behaviour, which appears to be bullying, may be exhibited by some children without intention or awareness that it causes distress.

Definition of Bullying- 'Behaviour by an individual or group, usually repeated overtime, which intentionally hurts another individual or group either physically or emotionally.' (DCSF 2007)

Bullying is repetitive;
- It involves an imbalance of power;
- It may be verbal, physical, sexual, racial or psychological- threats, extortion, cyber, body language, exclusion and malicious gossip;
- Bullying is the intentional abuse of power by an individual or group, with the intent and motivation to cause distress to another individual or group.

There are **different types of bullies**:
- Aggressive bullies-physically aggressive individuals;
- Anxious bullies- those recruited into bully gangs by intimidation;
- Victim bullies- individuals who may be victims outside school and bullies at school.

Usually victims of bullying become so through no fault or action of their own. On occasions it is important to recognise that there can be **different types of victims**. They may be pupils who
- Are new to a class or school;
- Are different in appearance, speech or background from other pupils;
- Suffer from low self-esteem;
- Are more anxious or nervous.

All of these are possibilities, not predictions of victimisations. The victim may be the child who is in the wrong place at the wrong time, or who reacts wrongly.

Whatever the reason for a child becoming a victim, the problem has to be addressed; it cannot be ignored.

In serious cases where adults continuously abuse their power over a child, such bullying may be viewed as child abuse and should be seen within this context.

Relationships between staff are sometimes characterised by bullying. Staff may adopt bullying tactics in dealing with others.

Parents, teachers and other adults sometimes bully children. Conversely there are children who bully their parents, teachers and other adults.

There are occasions when staff can feel that they are being bullied by parents of pupils.

We believe that:
• children and young people should never experience abuse of any kind
• we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:
• bullying causes real distress and affects a person's health and development
• in some instances, bullying can cause significant harm
• all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
• everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:
• developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities

• holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
• providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
• putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will focus on:
• group members' responsibilities to look after one another and uphold the behaviour code
• practising skills such as listening to each other
• respecting the fact that we are all different
• making sure that no one is without friends
• dealing with problems in a positive way
• checking that our anti-bullying measures are working well.

Responding to Bullying:
We will make sure our response to incidents of bullying takes into account:
• the needs of the person being bullied
• the needs of the person displaying bullying behaviour
• needs of any bystanders
• our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.
More information about responding effectively to bullying is available:

https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying-cyberbullying
https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse

Diversity and Inclusion:
We recognise that bullying is closely related to how we respect and recognise the value of diversity.
We will be proactive about:
• seeking opportunities to learn about and celebrate difference
• increasing diversity within our staff, volunteers, children and young people

• welcoming new members to our organisation.

https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities

https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children

https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people

https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send

Strategies to Prevent Bullying

'The Seven Step Approach'

When bullying has been observed or reported at Leigh St Mary's Church of England Primary School we follow 'The Seven Step Approach'.

Step One- interview the victim
When the teacher/Pastoral Support Worker finds out that bullying has happened she starts by talking to the victim about his/her feelings.
She / He does not question him/her about the incidents but she/he does need to know who was involved.

Step Two- convene a meeting with the people involved
The teacher/Pastoral Support Worker arranges to meet with the group of pupils who have been involved. This will include some children who joined in but did not initiate any bullying.

Step Three- explain the problem
The teacher/ Pastoral Support Worker tells the group about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his/her distress.
At no time does she/he discuss the details of the incidents or allocate blame to the group.

Step Four- share responsibility

The teacher/Pastoral Support Worker does not attribute blame but states that she/he knows the group are responsible and can do something about it.

Step Five- ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher/Pastoral Support Worker gives some positive responses but she/he does not go on to extract a promise of improved behaviour.

Step Six- leave it up to them

The teacher/Pastoral Support Worker ends the meeting by passing over the responsibility to the group to solve the problem. She/he arranges to meet with them again to see how things are going.

Step Seven- meet them again

About a week later the teacher/Pastoral Support Worker discusses with each child, including the victim, how things have been going. This allows the teacher/Pastoral Support Worker to monitor the bullying and keeps the children involved in the process.

Monitoring

Records are kept of any serious incidents, involving bullying, and the use of disciplinary sanctions.

The Head teacher provides a termly report to governors on bullying and all associated incidents.

This policy should be read alongside:
Behaviour Policy
Code of Conduct for Parents
Safeguarding Policy
Health and Safety Policy
Positive Handling Policy

Useful Links:

Anti-Bullying Alliance:
https://anti-bullyingalliance.org.uk/

Young Minds:
https://www.youngminds.org.uk/young-person/coping-with-life/bullying/

Mentally Healthy Schools:
https://mentallyhealthyschools.org.uk/resources/reach-out-anti-bullying-primary-activities/

Department for Education:
https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

https://assets.publishing.service.gov.uk/media/62611456e90e07168ad2b1ea/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

https://assets.publishing.service.gov.uk/media/5a81638840f0b6230269709c/Advice_for_parents_on_cyberbullying.pdf