

## Anti- Bullying Policy St. Luke's Primary School



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 9<sup>th</sup> March 2018

Date of Review: Annually, Spring 2019

### Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

### Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when needed.

### What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. At St. Luke's bullying is unacceptable behaviour which occurs 'lots of times, on purpose.'

Bullying can be: emotional, physical, racial, sexual, homophobic, direct or indirect verbal and cyber.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Sexual orientation, sexism, or sexual bullying, homophobia

## **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- begins to truant
- starts stammering
- attempts or threatens suicide or runs away
- has damaged possessions
- ask for money/starts stealing money
- unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating
- afraid to use the internet or mobile phone
- is nervous when a cyber message is received
- becoming short tempered
- change in attitude towards people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and investigated.

## **Prevention**

At St. Luke's we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE, assembly themes, E-safety and regular sessions linked to British Values. The ethos and philosophy at St. Luke's means that all staff actively encourage children to have respect for each other and for other people's property. Kind and respectful behaviour is rewarded. Staff reinforce expectations of behaviour and support every child in our school. .

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of class or school rules
- reading stories about bullying or having them read to a class or in assembly
- using the Magic Script
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Adults as role models
- Curriculum content

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- tell a friend
- tell your School Council rep
- tell a parent or adult at home whom you can feel you trust
- discuss it as part of your PSHE lesson
- tell a member of staff whom you trust
- ring ChildLine and follow the advice given

We aim to consider these 5 key points:

- \* Never ignore suspected bullying
- \* Don't make premature assumptions
- \* Listen carefully to all accounts
- \* Adopt a problem- solving approach which moves pupils on from justifying themselves
- \* Follow up by repeatedly checking that bullying has not resumed

## **Reaction**

All staff, teaching and non- teaching are alert to signs of bullying and act promptly and firmly to incidents and allegations. The first response will be one of problem- solving.

If a report of bullying is forthcoming the two aims of intervention are:

- \* To make the targeted person/s feel safe.
- \* To encourage better behaviour from the perpetrator, colluders and observers.

Everyone is encouraged to talk about bullying issues and report incidents. At all stages, pupils will be reminded that all forms of bullying are unacceptable and will not be tolerated.

## **Outcomes**

All know/reported incidences of bullying will be investigated by the class teacher or a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour will have consequences put in place and the parent informed. Wherever possible, the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually, demonstrating unacceptable behaviour towards others. E.g. police, counsellor.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter

their behaviour choices), reduced timetable, or even fixed or permanent exclusion will be considered.

The safeguarding governor will be informed of any incidents, sanctions and reconciliation.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record each incident. General incidences of bullying should be recorded in our Integris logging system and this would include incidents where staff become involved and have spoken to children, and/or where parents have raised concerns about bullying.