



Anti- Bullying Policy

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Statement of Purpose

At Eden Primary, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed, secure and respectful atmosphere. We recognise that bullying hurts; no one deserves to be a target of bullying. The school has a zero tolerance policy for bullying. Every member of the school community has a responsibility to report any incident of bullying which comes to their attention and these reports will always be taken seriously

This policy is designed to ensure we are alert to signs of bullying and act promptly and firmly against it.

It takes account of the statutory responsibilities of schools as stated in

- The Education and Inspections Act 2006
 - Independent School Standard Regulations 2010
 - The Equality Act 2010
 - Children Act 1989
 - SEND Code of Practice 2015: 0 to 25 years
 - Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, 2014
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- Keeping Children Safe in Education, DFE, 2014

It should be read alongside other key policies: Behaviour, Equalities, Inclusion, Safeguarding and e-safety.

The policy is the result of consultation with pupils, parents and governors, staff discussion and auditing of behaviour and training. It reflects current practice within the school.

It will be reviewed in 2 years' time.

Scope of the Policy

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/ or by pupils outside of school, where the school is aware of it.

Allegations about bullying of pupils by staff will be dealt with under the school's safeguarding policy.

Objectives of this Policy

- All governors, teaching and nonteaching 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 bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

What is bullying?

At Eden Primary, we define bullying as deliberately hurtful behaviour, by an individual or group, repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- physical (hitting, kicking, pushing or any use of violence),
- emotional (being unfriendly, spreading rumours, excluding someone from social groups),
- verbal (name-calling, sarcasm, spreading rumours, teasing),
- racial (racial taunts or gestures),
- sexual (unwanted physical contact, sexually abusive comments),
- homophobic (because of, or focussing on the issue of sexuality),
- Cyberbullying (All areas of internet ,such as email and internet chat Twitter, Facebook misuse, Mobile threats by text messaging and calls, Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles).

Bullying may be related to:

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

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Targets

Bullying takes place where there is an imbalance of power of one person or persons This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; which may bring about a propensity to be unkind to others, or may make them more likely to be a target of unkind behaviour from others.

Prevention of bullying and discrimination

At Eden, we are pro-active about creating a school where bullying does not occur. We use the following strategies to prevent bullying and discrimination occurring:

- Adult modelling of positive interaction
- Dedicated assemblies and classwork to raise awareness of bullying so all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Curriculum activities to develop children's social and emotional skills and develop awareness and celebration of diversity

- Regular circle time or class meetings
- Differentiated emotional literacy groups
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Adapting the school environment to address concerns e.g. friendship bench, lunchtime club
- Involvement and training of all school staff to ensure a consistent approach is in evidence.
- Playground Guidelines developed with staff and volunteers
- Encouraging pupils and parents to report bullying.
- School and class based displays to promote understanding of the school anti-bullying policy
- A range of systems to encourage children to report concerns such as circle time, worry boxes, pupil surveys, school council

Staff are vigilant about friendship groups. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

What happens at Eden Primary if bullying or discrimination is discovered?

We recognise that incidents of bullying and discrimination occur in all schools. Incidents that occur in our school are taken seriously and dealt with appropriately. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Headteacher, who is in charge of the recording and overseeing of incidents. The Headteacher is responsible for embedding anti-bullying and discrimination awareness in policies and practices of the school

Our approach to bullying is closely related to the procedures for behaviour outlined in our Behaviour Policy and is always considered urgent and serious. All reported and witnessed bullying incidents are treated seriously and responded to consistently. Intervention supports and empowers pupils who have experienced bullying rather than encouraging a view of themselves as victims.

As well as watching out for the signs of bullying (see Appendix 1: The signs of bullying), staff will encourage children to feel safe and secure reporting bullying, whether they are the subject of the bullying or if they see it happening. Each bullying incident will be treated on its own merits, and a method of resolution will be derived that fits the individual situation.

The staff member who learns about the bullying should report to the Headteacher (or other member of SLT in her absence) who will investigate the incident thoroughly (see Appendix 2: Investigating a Bullying Incident) and produce a plan of action. This will be shared with the classteacher, parents and all other relevant adults.

We work to ensure that the target feels supported and protected and that a swift resolution is found for the problem and the children are reconciled. We also work from the perspective that children's behaviour is explicable. A child who is bullying is often telling us something about their own situation. It is important to understand and help the child to solve his or her own situation. This involves strategies, guidance and care. Punishment alone is not an effective tool.

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),

support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

After an incident / incidents have been investigated and dealt with, each case will be monitored by Class Teacher and Senior Staff to ensure repeated bullying does not take place.

All incidents that are reported will be recorded in writing by the school in the Bullying Log. The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Role of Parents and Carers

Parents have an important part to play in the anti-bullying policy. We hold regular sessions with parents to inform them of the school's anti-bullying policy and ways they can support their child. We share the Anti-bullying policy with parents when their child enters the school and share the guidelines for how they can help (see Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy) in the Family Handbook. A copy of the anti-bullying policy is available on the school website.

Appendix 1: Signs and Symptoms of bullying

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:

- is frightened of walking to or from school
- doesn't want to come to school
- is alone all the time
- is not doing well in school
- doesn't want to talk to anyone
- is aggressive
- shows unusual behaviour
- appears depressed
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

These signs and behaviours **could** indicate other problems, but bullying should be considered a possibility and should be investigated.

APPENDIX 2: Checklist for investigating an incident of bullying or a discriminatory incident

- Who was involved – is there or are there apparent targets? If so who is it/are they?
- In what way did the targets suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the target(s) if such exist?
- What does/do the target(s) wish to see resulting from the investigation?

Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy

DO look out for unusual behaviour in children- be aware of the signs of bullying.

DO take an active role in your child's education. Ask how their day has gone, who they have spent their time with, etc.

DO tell us straight away, if you are worried your child may be the target of bullying.

DO reassure your child it is not their fault if they are being bullied.

DON'T approach another child directly about their behaviour.

DON'T involve siblings in the incident.

DON'T encourage your child to fight back.

DON'T approach other parents directly. Deal with it directly through the school.