



St. Cleopas C of E Primary School

Anti- Bullying Policy

Mission Statement:

We are a distinctive, inclusive, Christian school, where everyone is welcomed and valued. We aim to nurture and develop opportunities for lifelong learning through a caring and inclusive ethos. We come together in a friendly, creative community to develop our cultural lives, spirituality and abilities through the core values of Love, Trust, Care, Respect and Joy all given and received in Jesus' name.

Biblical reference:

“..love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

John 13:34-35

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated – we won't let it happen! Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. Any bullying behavior and/or language will not be tolerated as there is no justification for this negative behavior based on the Christian faith or the Bible.

Statutory duty of schools

The Head teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Head teachers have the legal power to make sure pupils behave outside of school premises for example on public transport in in a town centre.

Definition of bullying (what bullying means)

There is no legal definition of bullying. Bullying is usually defined as deliberately hurtful behaviour, repeated over a period of time, often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

In more detail these can be described as:

Physical	Pushing, kicking, pinching and other forms of violence or threats.
Verbal	Name-calling, sarcasm, <u>spreading</u> rumours, _____ <u>persistent</u> teasing.
Emotional	Excluding someone from friendship groups, tormenting, ridicule, humiliation.
Racist	Racial taunts, graffiti, gestures.
Homophobic, biphobic and transphobic	Name calling, unwanted contact, physical
Sexual	Unwanted physical contact or abusive comments.
Repeated	Hurtful acts one-against-one or several-against-one.
Cyber bullying	Internet use including social media, texting, sexting and misuse of associated technology

Bullying may be related to:

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

It is important that these words are explained to children on a regular basis through PHSE work, designated anti-bullying workshops and activities, circle time and discussion

Isolated hurtful acts may not necessarily constitute bullying - they may be part of children learning to live and play together.

Young people have described bullying as:

- Name calling
- Teasing
- Pushing, pulling, pinching or punching.
- Hitting and attacking.
- Stealing e.g. money, bags, clothing or possessions.
- Ignoring and leaving people out.
- Physical or verbal abuse relating to religion, gender or race.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, pretending to be ill, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or avoiding school. Pupils must be encouraged to report bullying in school. **You should always tell an adult.**

Why do children bully others?

Research and investigations have found that children and adults may use bullying behaviour because they are insecure themselves. They may have low self-confidence and low self-esteem and are jealous of other people. The jealousy may stem from popularity, money, intelligence or looks. Bullies often feel inadequate and will cover up these feelings by trying to make other people look or feel worse. Other people bully because they are bullied themselves and it is a way of regaining some control in their lives.

Bullying should never be condoned, but to prevent it happening we must try to understand why some children feel the need to bully.

A note about labelling

It is easy to label an anti-social or aggressive child a 'bully' but we must remember that labelling a child in this way has its own repercussions. Children who are labelled often rebel by "living up to" that label and the behaviour is perpetuated.

Children who bully others have their own problem and reasons why they do so, and while bullying may be 'bad' and an unacceptable mode of behaviour, the child him/herself is not 'bad'. This implies an inability to change the unacceptable behaviour which is never the case. Children are not born 'bad' - they learn by example and, as humans we are all able to modify our behaviour, so we must always be aware of the language we use when dealing with incidents of bullying.

Our school's teaching and all support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this school policy.

Implementation

School

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS
- The headteacher or deputy headteacher will interview all concerned and will record the incident - this may be done by another member of staff, but the headteacher will be made aware of the incident
- Class teacher will be kept informed and if it persists the class teacher will advise the appropriate staff
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- Governors will monitor number of incidents each Summer term

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- having named pupils (peer mediators or school council members) to talk to
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Parents should

- Be aware of the school's anti-bullying policy and procedures
- Provide positive role models for the children to aspire to
- Encourage non-violent behaviour and resolution of conflict
- Take allegations of bullying seriously
- Maintain a sense of proportion, trust the school and understand that these situations can be complicated to resolve
- Take steps to assure a bullied child that it is not his/her fault
- Try to accept, understand and help solve the problem if it is your child who is bullying
- Work together with the staff at the school to solve the problem
- Be aware that bullying can re-occur and if it does so it will be dealt with thoroughly
- Be aware that external conflicts are not the responsibility of the school, though we might try to help

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, Collective Worship, P4C, assemblies and other curriculum areas, as appropriate, in an attempt to eradicate such behaviour. The Jigsaw programme will

form the basis for such work. A week in November, each year, will be dedicated to anti-bullying approaches. The importance of inclusivity, dignity and respect will be explored as well as other themes and values that play a part in challenging all forms of prejudicial bullying.

Review Date: September 2024