

# Cubbington C of E Primary School

## Anti- Bullying Policy

September 2012

### Rationale

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied.

Cubbington C of E School has a zero tolerance attitude to bullying.

### Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**.

The three main types of bullying are:

- **Physical** (hitting, kicking, theft)
- **Verbal** (name calling, racist remarks)
- **Indirect** (spreading rumours, excluding someone from social groups)
- **Written** (including electronic messaging)

Children are encouraged to report bullying in school to a teacher or staff member.

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

### Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

### Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practicing zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

## **Signs and Symptoms**

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.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go school. (school phobic)
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens self-harm.
- Cries them selves to sleep at night or has nightmares/bedwetting.
- Regularly feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues.
- Stops eating
- Is frightened to say what is wrong

- Gives improbable excuses for any of the above.

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

## **Prevention**

To fulfil our aims, the following strategies are used:

- Our Behaviour policy promotes and rewards positive behaviour in every aspect of school life. This develops an ethos of kindness and co-operation that aims to minimise unacceptable behaviours including bullying.
- Involvement of all school staff to ensure a consistent approach is in evidence
- Raising awareness of bullying through whole school and classroom based work, using SEAL ( Social and Emotional Aspects of Learning ) or other specific resources for different age groups.
- Encouraging pupils and parents to report bullying by ensuring concerns are always listened to and investigated quickly.
- Monitoring of the school environment to ensure it is safe for all children.

## **Procedures**

It is recognised that incidents of bullying occur in all our schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. 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, senior staff and Head Teacher.

The Head Teacher is responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps will 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.
- Staff investigate alleged bullying by consulting the victim(s). Appendix 1 provides a checklist for investigating an incident.
- A decision should be made as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. All such incidents should be reported to the Head Teacher or Senior Teachers.
- If deemed to be bullying, the Head Teacher or Senior Teachers will speak to the pupils involved and proceed accordingly. A written copy of

the events will be kept and this will be updated until the situation has been resolved.

- Parents will be informed if their child has demonstrated bullying behaviour or if their child has been the victim of such behaviour. Parents will be asked to attend a meeting to discuss the incident.
- Sanctions will be used as appropriate and in accordance with the school's behaviour policy.

## **Support**

### Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Within the curriculum the school will raise the awareness of the nature of bullying through Personal, Social and Health Education and Citizenship; assemblies; and other subject areas as appropriate, in an attempt to eradicate such behaviour.

### Perpetrator

Disciplinary procedures against the perpetrator are intended to change or modify behaviour rather than label anyone as a bully. Alongside the appropriate sanctions, support should also be given in order that the perpetrator has the opportunity to restore their self esteem and develop their understanding of how their behaviour affects others.

This may include:-

- A meeting between the victim and perpetrator with the Head Teacher or Senior Teachers.
- Discussion about the effects of bullying.

- The promotion of positive behaviour strategies that give opportunities to restore self esteem.
- Involvement of other agencies and services such as Educational Psychology and/or the Behaviour Support Team.

### **Staff Responsibilities**

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy.

Training on tackling bullying will be planned according to need.

### **Monitoring, Evaluation**

The Head Teacher and Senior Teachers will monitor the policy and assess its implementation and effectiveness. The Head Teacher will keep Governors informed of the effectiveness of the policy.

This policy will be promoted and implemented throughout the school.

### **Review**

This policy will be reviewed annually in line with the Behaviour Policy and the Safeguarding Policy.

Signed.....

Date.....

## Appendix 1: Checklist for investigating an incident

- Who was involved?
- Is there an apparent victim? If so, who is it?
- In what way did the victim(s) 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 victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. **The pupil should be told that any further occurrences will be logged against them as bullying behaviour.**

