



The Ellis CE (VA) Primary School

Anti-Bullying Policy

Renewal Frequency	2 Yearly
Approved by HT	May 2021
Renewal Due	May 2023

Signed: R. Hurding Headteacher

The Ellis Church of England Primary School

Anti-Bullying Policy

Mission Statement

As a Church of England Primary School, as well as the school for the village of Hemingfield, our mission is to create a successful learning environment which will clearly reflect the Christian values of our foundation. We can do this by:

1. Recognising that the education of the children involves partnership
2. Recognising that each member of our community has a unique potential to fulfil
3. Creating an environment where the confidence and self esteem of each individual is nurtured
4. Meeting the requirements of the National Curriculum through careful planning and resourcing
5. Monitoring and improving the quality of the service we provide

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell us and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the repeated use of aggression against one person with the intention of causing them physical or emotional harm. Bullying can be physical, verbal or behavioural (e.g. repeated face pulling, exclusion from participation). Bullying results in distress to the victim which can impact on emotional wellbeing and self-esteem / confidence.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Disability related to Special Educational Needs (SEN) or disability
- Homophobic because of, or focussing on the issue of sexuality (including the impact of gender stereotyping)
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

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. Pupils who are bullying need to learn different ways of behaving.

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

Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is.

- All governors and 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.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to feign illness in school
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff using the appropriate bullying log (and in any case all incidents of racist, homophobic, cyber and disability bullying are required to be recorded and reported to the LA) – Recorded on CPOMS
3. In serious cases parents should be informed and will be asked to come in to discuss the problem

4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- writing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

Every year we will take part in Anti-Bullying Week

We will approach the subject of bullying through the PSHE Curriculum – 1Decision

Everyone in the school community must:

- tell
- act
- be aware of personal safety

Adults in the school must:

- never ignore bullying
- be assertive, not aggressive
- not get tied up in 'the truth debate'
- give time for children to tell
- adopt a 'problem solving' approach
- involve parents as soon as possible

DEALING WITH BULLYING

A bullying incident involves:

Bully/ies

Victim/s

Bystanders

Staff and parents

BYSTANDERS.

In our school all children will be aware of the requirement to prevent or eliminate bullying. While staff deal with the bully/ies, the bystanders e.g. classmates, friendship groups, should be involved in becoming active participants in reducing the likelihood of the bullying recurring.

Bystanders are expected to become actively involved in reducing bullying. By staying silent they are colluding with the bullies and preventing the problem from being solved. By keeping quiet they are prolonging the suffering of others.

This is why the first step is to **TELL**.

However, bystanders may be afraid that the attention of the bullies might be turned on them but they should be reassured that, if the school is always open and prepared to listen, the environment becomes more transparent and less conducive to the bullying which is often covert and hard to detect.

The subject of bullying must be revisited at frequent intervals to sustain the climate against bullying.

BYSTANDERS ARE THE STRONGEST ALLIES IN PREVENTION.

They can support the victim by

- **showing disapproval**
- **supporting or befriending the victim**
- **reporting the incident immediately to an adult**

BULLIES AND VICTIMS

The most effective, immediate responses to bullying are **PROBLEM-SOLVING** rather than accusational or confrontational. The following strategies are based on extensive research and practice initially devised by a Swedish psychologist called Anatol Pikas. Time is not wasted in trying to find out exactly what happened – bullies and their accomplices do not tell the truth and are often expert in showing the victim in the wrong light.

There are three phases:

- Phase 1 - Individual 'chats' with the bully and accomplices. To reach agreement that the child (victim) concerned is having a bad time and agree individual action.
- Phase 2 - Follow up a week later. To follow up to find out about the effectiveness of individual action, celebrate success and, if appropriate, set new targets.
- Phase 3 - Group meeting to establish long-term change.

Conflict is most easily resolved when the people in the conflict have a sense of a long-term future together.

Individual 'Chats' (Phase 1)

- "I hear you have been unkind to X. Tell me about it."
 - Let the child talk
 - Avoid closed questions
 - Don't question if they complain about the bullied child
 - "So it sounds as if X is having a bad time in class/school/playtime"
 - As soon as they agree, move to speech 3
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- If they say it's his/her fault, accept their point of view but still point out that they are having a bad time

- “I was wondering what you could do to make things better for X”
- Accept suggestions
- Don’t bargain or question
- Don’t discuss how
- “OK. I’ll see you next week to find out how you are getting on

It is not important that the child has denied direct involvement in the bullying behaviour – the teacher may know that this is not true but does not challenge the child’s account. The aim is simply to establish that ‘X’ is having a bad time. This acknowledgement is to establish the point of common concern and enables the teacher to ask the child to take an active role in changing the situation. This is not a ‘disciplinary’ meeting. The teacher would begin with the ring leader and hold similar meetings with each child who had been involved in the bullying incident.

THE VICTIM

The discussion with the victimised child would differ slightly by focusing on the bullying behaviours he/she has experienced and identifying a strategy to help prevent or stop the bullying. **Encourage assertiveness rather than aggression.**

Some suggestions could be:

- saying “no”
- saying “no, I don’t want to”
- repeating answer like a stuck record
- ‘fogging’ – looking past the bully as they speak
- positive self talk into a mirror
- walking away
- getting away

Always try to:

- be assertive, not aggressive or passive
- enlist support
- escape
- **AND ALWAYS TELL SOMEONE**

Phase 2

The following week, the teacher meets with each child individually again. This time they discuss how successful each one has been in stopping the bullying. Success is praised and the children are asked to maintain or increase their efforts.

Phase 3

This is a group meeting which includes both those who have been bullying and the child who has been bullied, if the victim agrees to it. In this meeting, long-term strategies for stopping bullying are agreed. The outcomes are not intended to improve the quality of friendship between the two parties but rather to identify ways in which they will be able to tolerate each other in the days, weeks, months and years ahead.

Problem solving approaches enable the bullied child to take an active role in stopping the bullying. Other types of responses do not allow the victimised child to respond and will therefore increase their feelings of helplessness.

Bullying behaviour is often repetitive and victimised children can be encouraged to develop and rehearse a range of appropriate strategies through role play. For example, if the bully is demanding money, you can work with them to develop an assertive script to manage the

situation. An assertive script is based on a statement of what the individual would or would not like to happen, will or will not do. "I don't give my dinner item to anyone." This should be backed up by an assertive stance and body language.

INVOLVING PARENTS

Without the involvement of parents, the problem-solving does not always work. Making parents aware that their son or daughter has been involved in bullying others demonstrates that the school takes the problem seriously and is keen to change things. Working with parents to help to identify practical ways in which they can help their child to stop bullying others provides collaborative strategies for achieving this.

Parents might wish to deny that their child is bullying others but, again, time spent chasing the truth amongst conflicting and confrontational statements is not productive. It is better to take the line that we all need to be involved to improve the relationships between 'X' and 'Y' so that blame is not apportioned but constructive strategies are developed.

The above approach is not a 'once and for all' solution. Its success depends on the full involvement of everyone in the school community, the follow-up of all meetings and the regular use of curriculum time to address this important issue. It will not work if individual members of staff do not apply the system consistently and it will not be an instant answer because bullying is a complex set of behaviours with even more complex causes.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.