

Anti-Bullying Policy

This policy should be read in conjunction with the Safeguarding Policy



The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools

'Love one another, as I have loved you' John 13:34

Overview

Our schools are places where every person has a right to be themselves, to be included and to learn in a happy and safe environment. Everyone in our school is equal and treats each other with respect and kindness.

At our schools, we actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. This approach deals with the majority of encouragement or behaviour situations and our golden rule is emphasised: Treat others as you would like to be treated.

However, every so often, children forget these rules and we can have a situation which can develop into behaviour which can be classed as bullying. Sometimes, cases of bullying are not immediately obvious to the parents and teachers, it is often seen as a 'passing phase' when children make and lose friends. So how can we identify persistent bullying (as opposed to those many incidents which occur on playgrounds that arise from the normal interactions of a group of children)?

Bullying can be:

- ❑ deliberately hurtful and intimidatory, sometimes physically so;
- ❑ often repeated over a period of time; and
- ❑ difficult for victims to defend themselves against.

It can take different forms, but the main types are:

- ☐ physical - hitting, kicking, taking belongings;
- ☐ verbal - name-calling, offensive remarks or innuendo; and
- ☐ indirect - malicious stories or deliberately excluding someone from social groups.
- ☐ Cyber-bullying (Increasingly bullying can happen through new technology)
 - hurtful text messages
 - email
 - posting malicious material online

Name-calling is the most common direct form of bullying. Pupils may bully others because of varying perceived differences. Pupils can be called nasty names because of their ethnic origin, nationality, sexual orientation, gender identity, homophobia or disability; or they may be singled out for other individual characteristics eg hair colour or weight. Pupils who work hard in school may also be the subject of nasty comment. Bullying of any kind is unacceptable and will not be tolerated in our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. As a school we will take measures to prevent and tackle any bullying, harassment or discrimination.

Objectives

We have put together this policy because we expect to achieve:

- ☐ more vigilance and responsiveness by the staff to bullying behaviour
- ☐ that the majority of children will know that we are serious about dealing with bullying and that we want to prevent it
- ☐ a feeling by the children that they can talk about bullying with any member of the staff
- ☐ build the capacity of young people to response to bullying themselves. When dealing with suspected cases of bullying,
- ☐ we are mindful that children's understanding of bullying grows with age. Young pupils are unlikely to refer to bullying, but might identify kicking, hitting and name-calling.
- ☐ we never ignore suspected bullying;
- ☐ we do not make premature assumptions;
- ☐ we always listen carefully to all accounts (because several pupils saying the same does not necessarily mean they are telling the truth);
- ☐ we try to be alert to changes in patterns of pupils' behaviour (such as feigning illness, loss of concentration, unusual absences or clinging to adults) which may arise from bullying.

Strategies

In solving the bullying issue

- ☐ we encourage the children to tell an adult whenever someone hurts them.
- ☐ we regularly emphasise in class circle time and at assemblies, that children should either challenge inappropriate behaviour ('I don't like what you are doing and I want you to stop') or report the incident STRAIGHT AWAY.

- ☐ we emphasise that children who witness bullying should tell the nearest adult.
- ☐ we ask pupils to reflect on what happens if someone is hit, kicked, called a name or, as they get older, feel bullied or discriminated against or treated unfairly. By doing it this way, it removes the issue from them to others and this depersonalises it for them. However, as pupils elaborate on their understanding of what happens, we ask, "Has such a thing happened to you?" Pupils' perceptions are noted and set alongside other evidence for tackling bullying.
- ☐ we adopt a problem-solving approach that moves pupils on from justifying themselves and reach an understanding of why the bullying is happening;
- ☐ we try to keep clear and concise notes of all reported cases;
- ☐ for the child being bullied, we try to keep them talking to the class teacher so that they understand that the process is a continual one and not just linked to one incident.
- ☐ we recognise that solving a bullying problem may take time.
- ☐ we follow up repeatedly, checking that bullying has not resumed.

Dealing with parents

By its nature, bullying generally affects a minority of pupils and parents may be reluctant to talk about their children's experiences of bullying. When it is raised by a parent,

- ☐ we try to meet with you in a room in which we won't be disturbed (though that can be difficult during a normal school day at Great Budworth).
- ☐ We try to meet with the class teacher present.
- ☐ We try to be careful and not undervalue parents' concerns: any anxiety about bullying and oppressive behaviour is a serious matter.
- ☐ we talk to the parents about the need to consider all sides of the incidents and that whatever is discussed may need to be passed on to all involved.
- ☐ we outline our strategy to deal with the incident on the understanding that each case of bullying may require a different approach.

Bullying outside of school

Bullying can take place on the way to and from school, before or after school, at the weekend or during holidays. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Reporting and responding to bullying outside of school will be dealt with in the same way.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. It will be challenged by staff and recorded and monitored in a classroom log.

Prejudice-based incidents

A prejudice-based incident is a one off unkind or hurtful behaviour that is motivated by a prejudice or negative attitude towards a protected characteristic or minority group. All incidents are taken seriously and recorded and monitored in school.

Outcomes

Bullying can be stopped through a combination of prevention and response. Preventative work is on-going and sustained. We aim to have an ethos that discourages bullying in any of its forms. Through the curriculum, through circle time, School Council and assemblies we emphasise the need to 'downgrade' a bully and thus have a school that really does follow its Golden Rule.

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

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Review Date: Every 3 years



