



## ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL ANTI-BULLYING POLICY



### Aims

**At Elvington CE Primary School we want:**

All children to feel safe and to learn, play and enjoy the company of others

All children to be treated fairly, with respect and dignity

To listen carefully to what children have to say and to treat all children's accounts with due seriousness

### Our Objectives are:

- ❖ that all staff, governors, pupils, parents, relatives and childcare providers should have an understanding of the concept of bullying
- ❖ to prevent cases of bullying
- ❖ to promote a positive and caring ethos within the school environment
- ❖ to deal with the consequences of bullying swiftly and positively
- ❖ to provide support for children, parents, relatives and childcare providers to enable them to identify and solve problems for both the victim and the bully.

### The Nature of Bullying

There are many definitions of bullying, but it is generally accepted to be:

Deliberately hurtful behaviour, which is repeated often over a period of time and it is difficult for those being bullied to defend themselves.

It results in worry, fear and distress, and interferes with the wellbeing of the child. The victim may be made to believe that telling others will result in worse abuse.

Bullying can take many forms, but three main types are:

- ❖ Physical - hitting, kicking, taking belongings
- ❖ Verbal – name calling, insulting, making offensive remarks
- ❖ Indirect – spreading nasty stories about someone, unreasonable exclusion from social groups, being made the subject of malicious rumours

Name-calling is the most direct form. This may be because of individual characteristics, or some pupils may be called nasty names because of their ethnic origin, nationality or colour, religion, or some form of disability. As a school we will not tolerate this.

We want to emphasise that there IS a difference between bullying and falling out – this difference is often not immediately clear to children.

### Signs and Symptoms of Bullying

A child may indicate by signs or behavioural symptoms that he or she is being bullied.

Adults should be aware of possible signs and should investigate if a child:

- ❖ is frightened of walking to or from school
- ❖ is unwilling to go to school or go out at playtime
- ❖ begins to under-perform in school work
- ❖ becomes withdrawn, starts stammering, shows regressive behaviour such as returning to bedwetting
- ❖ becomes distressed, cries easily, stops eating
- ❖ becomes disruptive or aggressive or displays behaviour which is out of character
- ❖ has possessions go missing (dinner money, sweets, belongings etc)
- ❖ starts stealing money
- ❖ exhibits physical symptoms of stress such as stomach or head aches
- ❖ receives abusive text messages, e-mails
- ❖ attempts to harm themselves, has unexplained bruises, scratches or torn clothing, or runs away
- ❖ has unlikely excuses to explain any of the above or refuses to give answers

These signs could be attributed to other problems but 'bullying' should be considered a possibility and should be investigated.

### **What should parents or carers do if they feel their child is being bullied?**

Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent is the child's **class teacher**.

As a class teacher we will follow the following steps.

- ❖ Recognise that the parent may be angry or upset
- ❖ Keep an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred
- ❖ Remain calm and understanding
- ❖ Make it clear that the school does care and that appropriate action will be taken
- ❖ Explain the agreed school procedures and policy and ensure these are followed.

### **Strategies in School to prevent bullying behaviour Include:**

- ❖ Making clear links between our Bullying policy and Behaviour policies
- ❖ Incident log
- ❖ Being aware that even the youngest children can understand the consequences of their own actions
- ❖ Listening carefully to pupils and providing opportunities for them to express views and opinions- for example during circle time
- ❖ Multi agency work – working with social services, police etc.
- ❖ Involving parents and the wider community
- ❖ Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricular themes, drama, story writing and literature
- ❖ Including all staff in training
- ❖ Involving governors, parents and staff in the development of the Anti-bullying policy
- ❖ Ensuring that the anti-bullying Policy is closely linked to the behaviour policy and anti- Racist policy
- ❖ Teaching children to say 'no' when appropriate or to get help

### **Dealing with Reported Incidents of Bullying**

*At Elvington CE Primary School we adhere to 5 key points*

1. *Never ignore suspected bullying*
2. *Don't make premature assumptions*
3. *Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth*
4. *Adopt a problem solving approach*
5. *Follow up repeatedly, checking bullying has not resumed*

If a child has been bullying the action followed will depend on the severity of the incident. However, a hierarchy of sanctions will be followed which are set out below.

Depending on the severity of the incident

#### **We will:**

Listen to the complaint and discuss with the teacher and children concerned to identify the problem and possible solutions.

#### **Then**

If it is serious or the child has repeated the behaviour after being warned a telephone call will be made to their parents or a letter will be sent to their parents/carers and they will lose a privilege e.g. Golden Time or

Playtime. This procedure will be dependent on the age of the child. The teacher will continue to monitor the situation and make sure other adults are aware.

**Then**

Parents/carers will be invited into school to discuss the incidents and discuss ways of helping the child to change their behaviour.

**Then**

Parents will be invited again to review progress.

**Then**

In cases of persistent bullying the headteacher will call a meeting between all parties to resolve the problem.

The **ultimate** step can be exclusion from school.

**Links to legislation/policy/documents**

We are aware, as a school, of the DCSF Primary Behaviour Strategy and will use materials from the LA. Our policy will have clear links to the Behaviour Policy, Play, Racial Equality, and Child Protection policies. It will also be linked to the Staff Handbook and the Home/School Agreement.

**Monitoring and review**

This policy will be monitored by the Governors and reviewed annually.

**Bullying has no place in our school, and will not be tolerated. We believe that all children have the right to work and play without fear, violence or intimidation from others.**