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Then he calls his friends and neighbours together and says
"Rejoice with me; I have found my lost sheep" Luke 15: 5-6*

Anti-Bullying Policy

Aims and objectives

At St. Maxentius C.E. Primary School, we aim to ensure that pupils learn in a supportive, caring and safe environment without anxiety and fear of being bullied. We ensure measures are in place to reduce the likelihood of bullying in the school.

The school's stated aims include the statements:

"To provide an environment where children are educated, intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles."

"To provide an environment where Christian values are paramount, where loving care and good discipline make for a happy, productive school."

Through the implementation of this policy, we also aim to :-

- show all pupils and parents that bullying is taken seriously
- use the curriculum to raise awareness of our views regarding the unacceptable nature of bullying behaviour
- set procedures which enable staff to respond consistently to bullying incidents
- give help and support to victims of bullying
- assist and encourage the bully to change his/her behaviour
- seek the advice of support agencies as necessary

Therefore, each pupil has the right to enjoy a relaxed and welcoming atmosphere without which he or she will be unable to take advantage of the educational opportunities offered. Everyone associated with the school community should be aware that bullying will not be tolerated in school.

It must be acknowledged that, at times, there is bullying in every school. However, this school is committed to do all in its power to prevent and continuously counter this practice.

The school's perceptions of bullying –

a) Research (Tattum) indicates that bullying is difficult to eradicate in schools because

- bullying is often secret and may not be seen by adults
- victims and witnesses are often afraid to tell
- children and adults vary on what they regard as acts of bullying

b) Definition:

Bullying is not easy to define because it comes in many forms. It may be short-term or may continue over a long period. It may be physical, verbal or even a gesture or look. It may take the form of subtle or overt intimidation.



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Definitions of bullying include

- the desire to hurt or frighten someone or putting them into a stressful situation.
- bullies know what they are doing and in many cases they plan their actions.
- bullying takes many forms including name-calling, teasing, punching, intimidation, sexual harassment, sexual violence, peer on peer abuse and honour-based violence, homophobic behaviour.
- at its worst, bullying focuses on vulnerable children who are regarded as being different.

Our working definition is: *"any form of abuse with harmful intent which persists for any length of time and lowers the self-esteem of the victim."*

c) the bully may be a child who

- is aggressive towards others has little empathy with their victims enjoys violence and aggression in general
- is often easily provoked
- may be copying behaviour seen at home
- one who conspires with others and leads others to hurt or abuse

d) the bully's motivation may be

- the power to get their own way
- the pleasure gained from other people's humiliation
- to raise their own status

e) the victim may be a child who

- is different to other children in appearance, beliefs, attitudes or attainment (high or low)
- is often more anxious and insecure than other children
- is often sensitive and quiet
- is likely to be physically weaker than others
- will not usually retaliate if insulted
- is new to the class.
- suffers from low self-esteem, excessive anxiety etc.
- responds in an entertaining way (e.g. tantrums or loss of control).

As with the bullies, stereotypes may be misleading. It is difficult to judge in advance who might be vulnerable. To the adult eye, some victims seem no different from other children. The difference may be a notional one to justify the bullying, to claim that bullying is somehow deserved or self-inflicted.



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Some victims are also bullies. Bullying can happen at any time in a number of places, particularly in the playground and it often happens in secret with adults unaware of it taking place.

Therefore, the following will be treated as bullying:

- Physical attacks
- Repeated verbal abuse
- Intimidating gestures
- Extortion
- Coercion (e.g. forcing to steal)
- Damaging property
- Spreading malicious gossip
- Homophobic behaviour
- Honour-based violence
- Peer on peer abuse
- Sexual Violence
- Sexual Harrassment

These may relate specifically to children because of their

- family background,
- gender (natural or reassigned),
- race,
- ethnicity,
- nationality,
- age,
- ability or disability,
- sexual orientation,
- physical appearance,
- social background,
- special educational need,
- religious or cultural background.

It is NOT one-off actions e.g. when one child pushes another at play time. One off actions of this kind will be dealt with in a manner deemed appropriate by a member of teaching staff. If the action is seen to be of a severe or ongoing nature it will be referred to the Headteacher or if necessary to the Governing Body. Parents will be informed at all stages.

Early signs of distress may include:

Withdrawal

Deterioration of work Illness

Isolation

Desire to remain with adults Erratic attendance

General unhappiness



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All forms of bullying are hurtful and have a devastating effect on the victim. This is more damaging to children than many adults are prepared to accept. Victims suffer physical and psychological abuse in the threatening atmosphere which surrounds them. Children look to adults to protect them. It may involve little effort but will bring considerable relief to the child. To do nothing in itself causes great anxiety to the victim and may give the impression that bullying is condoned. Some adults believe that bullying will stop if the bully is ignored. Some feel that bullying is an inevitable part of growing up whilst others feel that being subjected to bullying teaches children how to look after themselves. Such views are inconsistent with the concept of a caring school with teachers acting in loco parentis.

Bullies may also suffer long lasting consequences and, if they are offered no support, may continue with bullying behaviour throughout their adult life. They must receive support to enable them to change their behaviour.

Expectations

To enable this policy to be effective there are expectations of certain groups within school
Children will be expected to

- treat others with respect
- work to the best of their abilities and allow others to do the same
- tell an adult in school if they see another child being bullied
- tell someone if they are being bullied
- support each other

Staff will be expected to

- make frequent and appropriate reference to the anti-bullying policy in the classroom
- act as good role models
- deal with all incidents clearly and consistently
- encourage children to discuss their feelings
- promote good behaviour using praise, encouragement and rewards

Parents will be expected to

- develop a relationship with the school
- be aware of the policy and support the school in implementing it
- listen to their child's concerns and contact school if necessary
- take bullying seriously

The School Approach

Firstly, the school will continue to promote a climate of mutual respect by presenting the pupils with positive role models and by assemblies, RE and PHSE (Personal, Health & Social Education).

All members of the school community will exercise vigilance and look for signs of distress. Through Implicit and explicit actions, staff will make it known to children that they are available and ready to listen to them.



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Handling Incidents of Bullying

When parents complain about bullying they are reassured that the situation will be investigated on the same day and asked to contact the Headteacher at the end of the school day or the next morning.

Procedures for dealing with reported incidents of bullying

- a. Incidents will be investigated as soon as possible. Children will be spoken to individually at first to avoid any intimidation.
- b. An apology to the victim and a reminder of appropriate behaviour will be the usual format in dealing with the majority of incidents. The perpetrator may lose privileges such as playtimes, parties, school trips, extra-curricular activities etc.
- c. In cases of bullying behaviour, the Headteacher will record details of the incident as follows :
date name of pupil being bullied time name of bully
location nature of the incident frequency action taken by staff
involvement of other adults
- d. This information will be stored in the behaviour incidents file. A follow up meeting will be set so that the bully will have the opportunity to show their changed behaviour and the victim can be reassured that staff will support them. Parents of all children central to the incident will be informed.
- e. If there is a repetition of the incident, parents will be informed. A meeting will be arranged to discuss strategies to modify the behaviour. These strategies will be implemented by the class teacher and other staff, as necessary. There will also be input from the Headteacher, SENCO and parent. The child's behaviour will be monitored and parents will be kept informed. If deemed necessary a Pastoral Support Programme will be put in place.
- f. The advice of external agencies eg EWO and Educational Psychologist may be sought.
- g. If the problem persists during the lunchtime period, the child will be excluded from school during this time.
- h. Full exclusion procedures may follow if the child's behaviour continues to cause severe problems.

Equal Opportunities and Diversity

All children regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards for positive approaches to the issue of bullying. Staff will endeavour to apply sanctions clearly and consistently to all children who bully others.

Special Needs

This is a policy for all children in the school. Children with special needs regarding their behaviour require the individual and specific attention given via the special needs policy. All staff will be made aware of such at the termly SEN update meeting or before if appropriate.



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Success indicators

- are children and adults aware of the policy details ?
- are high standards of behaviour evident ?
- are recorded Incidents of bullying being dealt with via the set procedures ? • are sanctions being applied consistently to all children?

Review

This policy will be reviewed within a two yearly cycle or before in order to respond to changes in legislation or the school's circumstances

Prepared by: Mrs L Cousen (Headteacher)

Reviewed: September 2021

Next Review Date: September 2023