



# St. Lawrence Primary School



## Anti-Bullying Policy

The aim of the St Lawrence School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy is available on the school website, and electronic shared staff area and by request from the head teacher .

This policy should be read in conjunction with the school's policies:

*Child Protection , Equal Opportunities, Behaviour, SEN, PSHE Schemes of Work and it is integral to the Spiritual, Moral, Social and Cultural development of pupils.*

This anti-bullying document is also compliant with:

*Single Equality Act, 2010. SEND Code of Practice 2014: 0 to 25 years Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014*

*Keeping Children Safe in Education, DFE, 2014*

### **Definition of Bullying.**

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- Physical (including sexual) assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self- esteem, destroys their sense of security and can be psychologically damaging. Bullying impacts

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on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through PSHE, assemblies and, in some cases, social and well-being groups to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the police.

### Anti-Bullying Procedure

#### What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with School policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

#### What to do

The way to deal with bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

#### If you are the victim

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with someone else.
- If possible talk to a member of Staff you trust or talk to your parents and ask them to talk to your teacher

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### Procedure if a pupil should witness bullying behaviour

1. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult, or suggest that you see their teacher on their behalf.

### Procedure for members of Staff should you witness an incident of bullying or it is reported to you

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of SLT.
3. Inform an appropriate member of the pastoral team as soon as possible. The Head Teacher (or Deputy) will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt.

### What will happen?

#### I am referring to the 'No Blame Approach' by George Robinson

#### The Seven Steps approach to resolution

- **Step One – Interview with the victim:** talk to victim about their feelings, but do not question them about the incidents directly.
- **Step Two - Convene a meeting with the people involved:** teacher arranges to meet with the people who were involved (minus the victim).
- **Step Three – Explain the problem:** teacher tells them about the way the victim is feeling.
- **Step Four - Share responsibility:** the teacher does not attribute blame but states that they know the group is responsible and they can do something about it.
- **Step Five – Ask the group for their ideas:** each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- **Step Six - Leave it up to them:** the teacher ends the meeting by passing on the responsibility to the group to solve the problem.
- **Step Seven – Meet them again:** about a week later the teacher discusses with each student, including the victim, how things have been going.

Details of the incident will be logged in SIMS, in line with the behaviour policy *High Level Behaviours*.

SLT will discuss the incident and agree on the most helpful way forward. The parents of the perpetrator/s will be informed by letter or telephone.



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The School will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on School notice boards and will be discussed with pupils during Teacher led PSHE sessions. Anti-Bullying will also be revisited as necessary during assembly sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying.

Annual pupil surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.

### Further References

Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, DFE, October 2014

Cyberbullying: Advice for headteachers and school staff, DFE, 2014

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies DfE Guidance, July 2011

Safe to Learn, Embedding Anti-Bullying work in Schools, DCSF, 2007

[www.cyberbullying.org](http://www.cyberbullying.org)

Childline: 0800 1111 : <http://www.childline.org.uk/Pages/Home.aspx>

### CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	15.10.18	Astrid Jansen	Draft			
0.2						
0.3						

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