



Eastcombe Primary School

Anti-Bullying Policy

Nov 2020

To be read in conjunction with the behaviour and safeguarding policies.

We are a school where individual children are valued and their achievements are celebrated. We enable our children to learn in a supportive, caring and safe environment without fear of being bullied.

The Office of Children and Young People's Services' Anti-Bullying Strategy defined bullying as ***a persistent, deliberate attempt to hurt or humiliate someone.***

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

DfE, October 2014

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

1 Introduction

1.1 Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, taking belongings, punching
- Verbal – name calling, insulting, making offensive remarks
- Sexual – unwanted physical contact or sexual abusive comments
- Racist – racial taunts, graffiti, gestures
- Homophobic – because of, or focussing on this issue of sexuality, use of homophobic language
- Indirect – spreading nasty rumours, sending offensive, abusive or threatening emails or text messages
- 'cyber bullying by means of internet or mobile phone or associated technologies, chat room misuse, social networking sites, mobile phone threats by text, messages or calls.

However it manifests itself, bullying will not be tolerated at Eastcombe Primary School

1.2 Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that this policy is fair and does not prioritise or disadvantage pupils and it helps to promote equality at this school.

1.3 Schools must follow the anti-discrimination laws.

2 Aims and objectives

This policy is designed to ensure that staff, parents and children are alert to signs of bullying and importantly, act promptly and firmly against it. Any incident of apparent bullying is investigated. This policy and our curriculum reflects guidance from the DfE 'Preventing and Tackling Bullying'.

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We have a zero tolerance approach.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Roles and Responsibilities

3 The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Never ignore suspected bullying and do not make premature assumptions.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers. Teachers and support staff must listen carefully to all accounts and investigate as fully as possible.

- 5.3 Complete the school pro-forma for recording bullying incidents and always report to the Head teacher, who is the designated safeguarding lead (DSL) or deputy DSL's.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. The headteacher would then invite the child's parents or carers into the school to discuss the situation. The headteacher may contact external support agencies, such as the social services or Parent Support Advisor. The school also employs a Counsellor from time to time and she may be called upon to support our work with these children. Other strategies include restorative justice and circle time.
- 5.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents and carers

- 6.1 If a parent/carer is concerned that their child is being bullied, they should contact their child's class teacher immediately. A meeting with the Headteacher, parent/carer and class teacher is then arranged. If the parent/carer feels that the matter has not been satisfactorily resolved, they should follow the school's complaints procedure.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, by actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying.

8 Procedure and recording

- 8.1 Recording incidents is vital. It allows staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.
- 8.2 Where bullying outside school is reported to school staff, it should be investigated and acted upon. Although schools are not directly responsible for bullying off the school premises, we would still encourage victims to talk to a trusted adult. The Head teachers will consider whether it is appropriate to talk to the local police or anti-social behaviour coordinator in their local authority or Head teachers of the schools whose pupils are involved in bullying off the premises. Cyber-bullying often happens out of school hours, but has implications for the parties involved when

they are in school. We will always talk to pupils and parents about these issues and take their concerns seriously.

- 8.3 In the case of racist bullying, this must be reported to the Head teacher. Confirmed cases of this type of bullying must be recorded following the Gloucestershire LA procedure.

9. Adult Bullying

- 9.1 From time to time, adults behave inappropriately towards each other. If any parent or member of staff feels that they are being treated inappropriately within our school community they must report this to the Head teacher immediately.

10 Monitoring and review

- 10.1 The practical application of this policy will be reviewed annually or when the need arises by the head teacher and nominated governor for Safeguarding.

Linked Policies

- Behaviour Policy
- Acceptable User Policy
- Safeguarding Policy