ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL
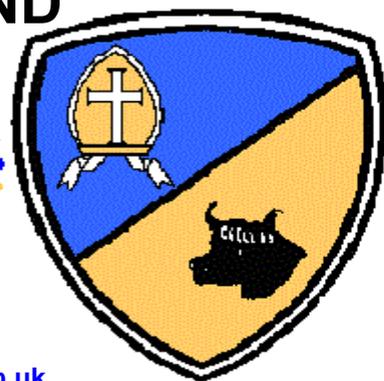
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Anti Bullying Policy

Date of Policy: 2017
Review date: 2020
Anti-bullying coordinator: Mrs A Egan

School Statement on Bullying:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect.
Our school is a place where everyone should be able to flourish in a loving and caring community.

Aims and Purposes of the Policy:

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos where all are treated with dignity and respect and where all members of the school community understand that bullying is regarded as unacceptable.

As a Church of England School promoting Christian values, we aim to produce a safe and secure environment where all can learn without anxiety, and are free from threat, harassment, discrimination or any type of bullying behaviour.

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

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.

Consultation:

This policy has been produced after consultation with Wigan LA officers, Church of England Education Office, staff, pupils, governors and parents/carers of St Luke's C.E Primary School.

What is Bullying?

1] Definition of bullying

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

2] Bullying behaviour

Bullying can take many forms but all forms are taken seriously.

- *Persistent Bullying*

- *Cyberbullying:* e.g. gaming/apps, messaging, mobile phones, social media, email, video hosting sites (YouTube), webcam

- *Damage to property:* e.g. graffiti, personal property

- *Inciting others to bullying behaviour* e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator

- *Literature:* e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia

- *Physical hurt/attack:* e.g. physical intimidation, mimicry, unwanted or inappropriate touching

- *Psychological:* e.g. damage to reputation (sexual, denial of identity, gender /ethnicity), emotional, extortion of belongings, identity theft / impersonation, isolation /refusal to work/play with other pupils, revealing personal information, threats

- *Verbal:* e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse

- *Threat with a weapon*

- *Theft*

- *Victimisation after previous complaint* e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident

3] Types of bullying

Bullying can happen for a large number of reasons but the most common are listed below.

- *Sexual Orientation: Homophobic or Biphobic* (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)

- *Racist* (any incident perceived to be racist by the alleged victim or any other person)

- *Culture or Class* (incidents related to culture, those involving pupils who identify as Gypsy/Roma traveller or social class)

- *Religion or Belief*

- *Related to Disability, SEN or Health* (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)

- *Related to home circumstances or other personal circumstances* (e.g. young carers or children in care)

- *Gender: Sexist* (incidents perceived to be demeaning to a gender in general)

- *Sexual* (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

- *Gender Identity: Transphobic* (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

Signs and Symptoms of bullying:

Signs of bullying can be extremely variable and will very much depend on the individual but some of the more common signs include:

Physical signs e.g. physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress

Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness

Behavioural signs e.g. withdrawn, frequent and unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour

General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids playtime or entering/ leaving school with others or playtime

Preventing Bullying:

The following list shows the preventative strategies that are used, when appropriate, at St Luke's.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying messages embedded throughout the curriculum
- National Healthy Schools Status
- Reward system for positive behaviour
- Bullying charter prominently displayed
- Circle Time – This helps with class management by building positive relationships between the children
- Nurture Groups – A small group of children where concerns can be discussed in a friendly, caring environment through fun activities.
- Worry box – Children can write their worries and concerns down anonymously

- Buddy system – Each summer term year 2 children are paired with year 5 children to ease the transition into key stage 2.
- SEAL – Social and emotional aspects of learning usually delivered in PSHE lessons.
- Play leaders/buddies – Older children who organise set games for the younger children at playtimes.
- Pupil consultation – School council feedback and regular questionnaires.
- Circle of friends – A small organised group of children who can discuss their concerns openly and strategies to help one another.
- Stonewall training and resources
- Towards Cultural Competence training
- CEOP training
- PREVENT/WRAP training
- Digital Literacy
- Books and Literature around school
- Christian Values
- British Values
- Toot-Toot
- Safeguarding Board information
- School website

Responding to bullying:

- **Bullying allegations** – We are aware that bullying allegations can come from a number of different sources including from the child, child's friend, parent/carer or staff member. All will be taken seriously and acted upon. The mechanisms that we have in place to receive these allegations are both direct (e.g. spoken face-to-face allegations to school staff) and non-direct mechanisms (e.g. worry boxes) to cater for the variety present within pupils and their preferred reporting styles. For example boys are often hesitant to use direct reporting mechanisms.

- **Responding to bullying incidents** - Bullying allegations are to be responded to by either using the '7 Steps' approach (See appendix 1) or by using sanctions. Sanctions to be used when dealing with bullying incidents are:
  Loss of playtime
  Removal of privileges e.g. not being allowed to participate in extra curricular activities.

- **Recording and Reporting Incidents** - All bullying allegations and the schools actions are recorded in the school's incident logbook and reported to parent/carers, school staff, governors and the Local Authority. Sentinel is used as the method for reporting to the Local Authority.

Monitoring and Support –
This policy is monitored on a regular basis by the headteacher, who
reports to governors on request about the effectiveness of the policy.

All pupils are supported during the 7 steps approach by regular one to one conversations with a dedicated member of staff.

Prejudice-related incidents:

An incident may be a prejudice-related incident or a bullying incident, or both. A prejudice–related incident is for example, racist graffiti, cultural, religious or sexist language, which need to be addressed but may not constitute bullying because they are not repeated, not intentional or not directed at an individual.

Prejudice-related, bullying and abuse against staff will be recorded on Sentinel.

While prejudiced related incidents and prejudiced related bullying are often prevented and responding to using generic techniques we fully realise that each form has its own specific sensitivities that may necessitate a more tailored response. At St Luke's we actively promote equality and cohesion and therefore operate a zero tolerance approach to all forms of bullying and prejudice-related incidents.

Bullying of staff by pupils, parents, carers or other staff:

These types of incidents are to be reported and responded to by the Headteacher or governing body if the Headteacher is involved. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

Involving parents:

Parents are surveyed on an annual basis regarding behaviour at our school.
Parents, who are concerned that their child might be being
bullied, or who suspect that their child may be the perpetrator of bullying, should
contact their child's class teacher immediately. Parents have a responsibility to
support the school's anti-bullying policy, actively encouraging their child to be a
positive member of the school.

Anti-Bullying Complaints:

If a parent/carer is unhappy with how a bullying allegation has been handled their
first action should be to talk to the class teacher. If they are not satisfied with
the response, they should contact the headteacher. If they remain dissatisfied,
they should follow the school's complaints procedure, as detailed on the schools
website or available from the school office.

Monitoring and evaluating the policy:

This policy is monitored on a day-to-day basis by the headteacher, who reports to
governors on request about the effectiveness of the policy. This anti-bullying policy
is the governors' responsibility, and they review its effectiveness regularly. They do
this by examining the school's incident logbook, where incidents of bullying are
recorded, and by discussion with the headteacher. Governors analyse information
for patterns of people, places or groups. They look out in particular for racist
bullying, or bullying directed at children with disabilities or Special Educational
Needs.

Useful contacts:

A list of useful contact numbers, websites etc for bullying issues:

Phone numbers

- *Childline – 0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day*

- Connexions Direct - **080 800 13 2 19** - *for young people aged 13-19. Calls from a landline are free and won't show on a phone bill. Calls from a mobile are charged but if you ring them they'll call you back.*
- EACH - **0808 1000 143** - *a free phone helpline for children experiencing homophobic bullying. Open Monday to Friday 10am-5pm*
- *Parentline Plus – 0808 8002222 – a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the deaf or hard of hearing*

Websites
- *Anti-Bullying alliance – www.Anti-Bullyingalliance.org.uk –information, resources and advice relating to bullying*
- *Beatbullying – www.beatbullying.org – resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils*
- *Cybermentors – www.cybermentors.org.uk - a safe social networking site providing information and support for young people affected by bullying*
- *Kidscape – www.kidscape.org.uk - Bullying advice, helpline, information, Anti-Bullying resources and training*
- *Need2Know - www.need2know.co.uk – youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc*
- *NSPCC – www.nspcc.org.uk - advice on what to do if you are being bullied or see someone who is*
- *Think U Know – www.thinkuknow.co.uk - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16*