

ST. ANNE'S PREPARATORY SCHOOL, CHELMSFORD
Anti-Bullying Policy – updated annually (last reviewed Sept 2016)
This policy also applies to EYFS

This policy should be read in conjunction with the Behaviour and E-Safety Policies

This Policy reflects DFE Guidance - Preventing and Tackling Bullying (October 2014).

Aims and Objectives

Our aim is to ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will our pupils be able to benefit from the opportunities available at St. Anne's.

Introduction

We have defined bullying as deliberately hurtful behaviour repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally. Often it is difficult for those being bullied to defend themselves. The bullying behaviour may be racial, religious, cultural, sexual/sexiest, homophobic, special educational needs and disability, or because a child is adopted or is a carer and cyber (social websites, mobile phones, text messages, photographs and e-mail) and may take the form of verbal, physical, social or psychological.

At St. Anne's we endeavour to prevent bullying occurring in the first instance. An ethos of good behaviour and respect for staff and other pupils is encouraged through whole school assemblies, PHSE lessons and class circle time, drama, projects, class stories, literature, historical events and current affairs, with the discussion of differences between people and the importance of avoiding prejudiced based language. On-line safety is included as part of our ICT curriculum. Children are taught to value education and through our Code of Conduct they have a clear understanding of how their actions affect others. Staff model good behaviour and older pupils are encouraged to set a good example towards the younger children. Staff proactively gather intelligence about issues between pupils which might provoke conflict and early intervention generally through discussion or perhaps lessons often prevents any behaviour deteriorating into bullying.

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 absenting themselves from school. Pupils must be encouraged to report bullying in school. All staff must be alert to the signs of bullying and act promptly and finally against it in accordance with school policy.

Under the Children Act (1989) a bullying incident should be addressed as a Child Protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case the school staff should report their concerns to the local authority.

Procedures

What we as a school can do to stop bullying

We aim to create a safe and inclusive environment where pupils can openly discuss the cause of their bullying, including cyber-bullying and bullying outside school, without fear of further bullying or discrimination.

We aim to:

- Be a 'telling school' where anyone who sees bullying or has it done to them tells an adult.
- Inform the parents/carers of the bully of what has been happening.
- Make the punishments for bullying known to all the children.
- Show all the children how to walk away from a bully.

The 'No blame approach'

This approach is used as a method of dealing with the rare incidences of bullying that occur. Using this method the bullying is the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

1. The teacher interviews the pupil who has been bullied
2. The teacher convenes a meeting with the people involved
3. The teacher explains the problem
4. The group shares the responsibility. The teacher asks the group for their ideas
5. The teacher leaves it up to them to implement. A 'Bullying Concern' pastoral care sheet is filled out to record incident and given to the headteacher
6. The teacher meets with the group, after a few days, to review the progress made
7. The teacher will decide who, at this stage, needs to be informed

What additional punishments will there be if the No-Blame Approach does not work?

The bully will be placed on report and the parents notified. In cases of severe and persistent bullying, the bully will be given a two-day exclusion if the bullying continues (see also Code Of Conduct).

What should pupils do if they think they are being bullied, whether in school, outside school or in cases of cyber-bullying? (See Policies on E-Safety and the use of Cameras, Mobile Phones and Recording devices)

Tell someone – it could be their teacher, parent/carer or any other adult in school.

What should the pupils tell an adult?

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?

- Have you done anything unhelpful that has not helped the situation?

What should a pupil do if they witness bullying?

- Tell an adult in school
- Tell an older child/class prefect who will then inform an adult without delay

What should pupils do if their friend is taken away by somebody else?

- Ask them why they have taken their friend in a polite way.
- Tell someone (a teacher, midday supervisor or class prefect.
- Ignore them and play with someone else if you can.

What action will the school take?

The responsible adult/teacher will lead the 'No Blame' sessions – following carefully the procedures that are laid down. The headteacher will inform parents and/or carers of the facts so far established and what has been done so far. The parents and/or carers will be asked to meet with the headteacher separately. If the 'No-Blame' approach does not work a meeting will be called where both parents and/or carers meet with the headteacher to discuss the way forward (after the fixed term exclusion). If any agreed strategy then breaks down a permanent exclusion will be made.

Records will be kept of all bullying incidents to evaluate the effectiveness of the approach adopted and to enable patterns to be identified. Policy details will be discussed regularly at staff meetings to ensure that all staff are aware of the latest updates and to take into account developments in technology (see E-safety Policy).

What should parents do about bullying?

Our Anti-bullying policy is available to parents on our school website and in the Parents Handbook held in the office. Parents should, therefore, be aware of our strong stance on the matter and be assured that we will take all accusations of bullying seriously. They should inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to the policy and the Home-School Agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

If an incident of bullying outside the school premises is reported to the school it will be investigated in the same manner as any incident occurring during school hours.

Important information about bullying:

- The nature of bullying changes, as pupils grow older and can become subtler.
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.

- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSCHE, form time, assemblies and subject areas as appropriate in an attempt to eradicate such behaviour.

Review

The headteacher and all staff view bullying a very serious impairment of the school's normal work and life, even though incidents are very small in number. They will therefore keep this policy under regular review. The pupil discipline committee who will hear any parental objections to fixed and permanent exclusion will discuss individual incidents.