

St Luke's Halsall Primary School



Anti-Bullying Policy

Anti-Bullying policy

This policy is one in a series which states how teaching & learning will happen in St. Luke's. It is implemented in the spirit of our Mission Statement:

Inspiring Lives, building futures, together with Jesus

Rationale

As a school we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote appropriate behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning.

Policy

This policy is one of a series that support the Behaviour Leadership in the school and must be considered along with the Home School Agreement, Anti-bullying Policy, Equal Opportunities policy, Care and Control Policy, Display Policy, Marking policy and Safeguarding Children and Child Protection documentation.

Why is an anti-bullying policy necessary?

St. Luke's Halsall school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore that the school has a clear written policy to promote this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

What do we consider bullying behaviour to be?

The DfES 'Anti-Bullying Pack – *Don't Suffer in Silence*' 2000 suggests that:

- 1) There are many definitions of bullying but most consider it to be –
 - deliberately hurtful – including aggression
 - repeated over a period of time
 - difficult for victims to defend themselves against.

2) Bullying can take many forms, but the main types are:

- physical – hitting, kicking, taking belongings
- verbal – name-calling, insulting, making offensive remarks this may include cyber-bullying.
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, again this may include cyber-bullying.

3) Name-calling is the most common direct form. This may be because of individual characteristics but pupils can be called nasty names because of ethnic origin, nationality or colour, sexual orientation or some form of disability.

We have provided some definitions of what bullying is, and is not, with Key Stage 1 and Key Stage 2 children.

Defining bullying with Key Stage 1 children

It is bullying when people:

- hurt others on purpose – especially by hitting or kicking
- say they will hurt other people
- tease others unkindly
- call people names
- take other people's things, spoil or throw them away
- say unkind things about others, whether true or not
- prevent others from joining in their work, play or group activities.
- this may include the use of technology as a way of realising the above statements

It is not bullying when people:

- hurt others by accident
- don't know other people want to join in
- won't let other people have their own way
- ask others to wait their turn
- want others to go by the rules
- borrow or use other people's things without asking, especially if they do not realise the things are not for general use.

Defining bullying with Key Stage 2 children

It is bullying when people:

- deliberately hurt others time after time, especially when people are unable to defend themselves
- tease others especially when the person getting teased begins to feel unhappy about it
- call others names, especially when the names are about how people look e.g. race, colour, appearance, culture, gender, ethnic origin, or any form of disability
- threaten that they will hurt others
- try to take other people's possessions or money by force
- demand that others give them money or possessions
- force others to do things they know they should not do
- hurt others physically
- spoil, damage, take or throw away other people's belongings
- leave people out of play, groups or social activities deliberately and frequently
- exaggerate tales or spread rumours particularly when meaning harm to the person
- act maliciously towards others, openly or by stealth
- make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them.
- this may include the use of technology as a way of realising the above statements

It is not bullying when people:

- borrow things and forget to return them
- ask if they can join in
- call people by a name they are happy with
- hurt others accidentally
- give good reasons why others cannot be included in a group activity.

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- b) Be proud of who you are. It is good to be an individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends / people. There is safety in numbers.
- e) Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent / carer first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

As a parent:

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with, how lunchtime was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

As A School:

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE and Citizenship Curriculum.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Review the School Policy and its degree of success.
- e) The School Staff will continue to have a firm but fair discipline structure. The rules are few, simple and easy to understand.
- f) Not use teaching materials or equipment, which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.
- i) We will treat bullying as a serious offence and take every possible action to ensure every member of our school community is valued and respected.

How will the school respond?

Responding to a victims or witness's report of bullying

What follows are guidelines for adults (i.e. parents, teachers, classroom assistants, dinner ladies and all other non-teaching staff) when a child confides in them that they have been bullied **or** have witnessed bullying.

1. Tell the child you are glad they have told you.
2. Tell them they have been very brave to tell you.
3. Tell them what happened wasn't their fault.
4. Show sympathy.
5. Tell them it happens to lots of children – not just them.
6. Be honest – explain who you must tell and why.
7. Do not make promises you cannot keep.
8. Do not ask lots of questions – let the child talk.
9. Do not cast doubt on what they say.
10. Do not ask them why they have never told you before.
11. Stay calm. If you get angry, make sure the child knows you are not angry with them.
12. Never panic. Don't take action without thinking carefully about what you will do.
13. Never tackle the bully yourself.
14. Report all incidents to the Headteacher or Deputy Headteacher.

(Parents must never go directly to a child who has bullied their child. This would be another form of bullying.)

Dealing with observed incidents of bullying

When an incident occurs it is important to follow set procedures.

1. Remove the victim and the bully from their audience.
2. Do not enter into any discussion with victim or bully in front of other children.
3. Separate the bully and the victim.
4. Talk to the victim – be sympathetic and non-judgemental. Tell them that action will be taken.
5. Speak to any witnesses or participants in the incidents.
6. Make brief notes of important evidence.
7. Talk to the bully, stay calm – let them have their say.
8. Confront them with any evidence. Invite their comments.
9. Tell them the incident will be written down.
10. Tell them their parents will be sent for and told about what has happened.

11. If the behaviour is serious enough inform the headteacher immediately.
12. If the behaviour is repeated, then the incidents procedure will come into effect. (Explain what this will mean to the bully.)
13. Speak to the victim. Explain that you have taken action. Tell them again, how brave they have been to talk about it.
14. Send for the victim's parents and tell them what has happened.

If it is not possible to deal with an incident immediately, it will always be followed up. Also remember that some children use peers, older brothers or sisters, parents or teachers to do their bullying for them.

Consequences of confirmed incidents of bullying

The school deals with all incidents.

Some may be isolated and others persistent.

Depending on the seriousness of the incident, some or all of the following consequences will be used.

1. Counselling and warned.
2. Given removal from the group (in class).
3. Withdrawal of break and lunchtime privileges.
4. Detention.
5. Parents informed.
6. Parents expected to co-operate with the school in the following ways:
 - Accepting that their child is at fault and there is a problem.
 - Encouraging future good behaviour.
 - Co-operating with a report card and sticker system.
 - Regular visits to school will be expected in order to monitor the child's progress.
 - Parents will be involved in drawing up a Home / School Agreement to assist in modifying their child's behaviour. This contract will be discussed on a regular basis.
7. Head and senior staff will carefully monitor all children involved in bullying.
8. If bullying still persists, then the school's procedures to log all incidents between the parties will be put into operation.

Serious misbehaviour and its consequences

In certain cases, it may be necessary to side step the normal system of consequences. Disruptive behaviour, violent or aggressive behaviour, and continued undesirable behaviour will always involve the Headteacher and the parents / carers of the child.

Every effort will be taken to provide a successful behaviour modification plan. This will require the co-operation of parents / carers, staff and Headteacher.

The following procedures, in ascending order of gravity, will be used:

1. A daily report record.
2. A target plan to address specific behaviour problems. These to be reviewed on a weekly basis with all concerned.

3. Involvement of one or more outside agencies such as Nurse, Education welfare Officer, Educational Psychologist or Special Educational Needs Support Service.
4. Temporary exclusion from school for up to 5 schooldays. A return to school will require the acceptance of a contract between the child, the parents / carers and the school. The contract will include set targets of good behaviour and set consequences of any future misbehaviour. It will emphasise that normal rewards will still apply.
5. A meeting of pupil, parents / carers and Headteacher at a Governor's Disciplinary Committee Hearing.
6. Permanent Exclusion of the pupil.

All efforts will be made by the school to encourage and support good behaviour with positive reinforcement and praise.

Parents / carers are reminded of their Rights of Appeal against the findings of a Governor's Disciplinary Hearing and / or against any temporary or permanent exclusion from school.

Updated & Reviewed: September 2022

Appendix 1

Incident Report of Unacceptable Behaviour

Name of pupil making the report _____

Class _____ Date of the Report _____

Where did the incident take place? _____

When did it take place? Date _____ Time _____

Who was involved?

_____	_____
_____	_____
_____	_____

What happened? _____

How do you feel about it? _____

Who did you tell? _____

What would you like us to do? _____

Action taken (please circle)

discussion	reprimand	daily report	other
letter home	apology taken	targets agreed	

Further details? _____

Follow-up appointment Date _____ Time _____

Staff signature _____

Appendix 2

Lunchtime Supervisors

Lunchtime supervisors are responsible for ensuring that the school's behaviour policy is carried out during the lunch period. To this end all lunchtime supervisors must be familiar with the policy and have an agreed guidelines sheets for reference. This should include, not only the behaviour and bullying procedures, but instructions on what to do if a child leaves the premises without permission.

It is important that lunchtime supervisors:

- are regarded as part of the staff
- are included in behaviour management training
- take part in behaviour policy discussions
- take over responsibility for pupils at the start of lunchtime and hand it back at the end
- have access to effective consequences and valued rewards
- are offered training / support in the development of personal assertiveness
- are involved in other school activities
- have a clear job description
- share information with teachers about pupils
- have interest taken in the work being done at lunchtimes

Good practice for lunchtime supervisors

During the lunchtime period the lunchtime supervisors will be expected to:

- reward good behaviour with stickers
- remind children about appropriate and inappropriate behaviour forms of behaviour
- verbally reprimand inappropriate behaviour
- deal with instances of bullying, according to the school's agreed procedure
- impose supervised "time out" either outside or inside the building. This may be as a form of sanction or if a child needs a calming down period.