

St Luke's C of E Primary School Anti-Bullying Policy

Policy: Anti-Bullying
Committee: Main Gov Body
Date of review: Autumn 2019
For review: Autumn 2020

This policy is based on DfE guidance 'Preventing and Tackling Bullying' (July 2017) and supporting documents. It also considers the DfE statutory guidance 'Keeping Children Safe in Education' (September 2019) and Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools'.

At St Luke's we promote respect and tolerance between all of our children and adults in schools and in the wider community. We work to ensure that everyone has high levels of self-esteem and is able to achieve their potential and to enjoy their childhood.

Our vision is to work with staff, pupils and parents to create a community in the school where bullying is not tolerated and this policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied.

We actively promote a community that will:

- Discuss, monitor and review our anti-bullying strategy on a regular basis.
- Support staff to identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Report back quickly to parents regarding their concerns on bullying.
- Seek to learn from anti-bullying good practice elsewhere and utilise the support of relevant organisations when appropriate.

What is bullying? A definition

At St Luke's we define bullying in the following way:

'Bullying is deliberate, hurtful behaviour, repeated over time, where it is difficult for the victim, or victims, to defend themselves.'

It is not bullying when children find themselves in one-off incidents of verbal or physical conflict, or in a sustained disagreement without an imbalance of power. However, it is important to resolve these conflicts so that they don't escalate.

The school uses the following categories to classify the action taken by perpetrators in any serious behavioural incident or pattern of bullying:

Verbal: includes teasing, taunting, and abusive name-calling, making inappropriate jokes, making threats and spreading rumours.

Physical: includes beating, biting, pushing, tripping, spitting, unwanted touching, and kicking.

Social exclusion: alienating a person from their social group.

Coercion: manipulating and coercing people to do things that they may not feel comfortable about through social pressure.

Property: stealing, damaging or destroying other peoples' belongings.

Graffiti: to incite hatred, to threaten and to harm reputation.

Extortion: demanding possessions or money from people.

Harassment: continuously annoying or troubling someone will be viewed as a form of bullying.

Cyberbullying: sending threatening or intimidating comments via email, text, chatrooms, websites, and phone calls. Setting up websites/on-line forums to post malicious comments about a person or group. Taking humiliating pictures or video footage and sharing with others. (The school has clear e-safety guidelines and an e-safety policy).

Serious behavioural incidents and patterns of bullying might emerge for a number of different reasons. The following classifications have been agreed for use in Kingston.

Bullying about age: this is based on the most obvious of power differentials where older children pick on younger children. It is still the biggest cause for concern at transition.

Bullying related to disability and special educational needs: these children are particularly vulnerable, and the bullying they experience will often focus directly on their disability or impairment.

Bullying related to appearance: this can focus on any aspect that makes people look 'different'. Bullying about size can compound problems for those with eating disorders, and add to the social stigma of obesity.

Racist bullying: victims of racist bullying are made to feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, or nationality. It can include racist jokes and offensive mimicry, wearing of provocative badges or insignia, bringing racist literature on to the school site or refusing to work with other children on the grounds of race.

Bullying about faith: the focus in this type of bullying is about a person's beliefs and their culture. It can include derogatory comments about the faith community in general, belittling comments on aspects of religious practices, clothing and beliefs and inciting hatred of certain groups or individuals

Gender bullying: gender bullying has an impact on both sexes, and is characterised by abusive name-calling, looks, gestures and comments about appearance and emerging puberty; sexual innuendos and propositions, pornographic material or graffiti with a sexual content.

Homophobic bullying: this starts with the dislike or fear of anyone who is perceived to be lesbian, gay, bisexual or transsexual. It can vary in intensity from passive resentment to active victimisation. It can affect anyone whose life choices, interests or needs do not conform to gender norms.

Bullying about family: This can encompass other types of bullying, and it can also include social class as a factor that attracts negative attention. Victims are targeted about any issue that their family is perceived to represent. This type of bullying often extends beyond school and other family members can become involved.

Agreed protocol for monitoring and recording incidents

There is a statutory requirement to share data on racist incidents with the Local Authority in line with the Race Relations (Amendment) Act (2000).

The majority of incidents are dealt with immediately by the member of staff who is directly involved and present at the time. Responses should be agreed by both parties, children need to feel that the outcome is fair and know the

action they must take to resolve the situation. One off, day to day minor incidents do not need to be recorded or reported. It is likely that the involvement of parents triggers the need for more formal reporting, but this decision rests with the Headteacher or Deputy Headteacher. Appendix 1 gives an understanding that incidents at either level 3 or 4 will be logged with the Local Authority.

Bullying and young children

The issue of young children and bullying can be complex. It is difficult to determine exactly when bullying begins in young children, especially when the definition of bullying involves the deliberate intent to cause physical injury or distress by psychological means (teasing, name calling or taunting), or to extort something from others. Research emphasises that a child needs to have reached an appropriate level of cognitive development, involving an understanding of self and the feeling of others, in order to be capable of carrying out an intentionally hurtful act. Research further suggest that some Nursery/KS1 aged children are able to display and resort to behaviour which is tantamount to bullying.

Bullying is seen as a very serious offence. Class teachers tell and remind children that bullying (verbal or physical) is not tolerated in our school and that everyone is expected to ensure that it does not happen and has the responsibility to tell a teacher or lunchtime supervisor if bullying is taking place.

Early in the autumn term the whole school discusses bullying.

Methods of Prevention

Creating a supportive climate

- ◆ Bullying will not be tolerated at St. Luke's and all incidents will be taken very seriously.
- ◆ Victims of bullying, both pupils and staff, may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established.
- ◆ Investigations into bullying incidents should be thorough and involve both the bully and the bullied.
- ◆ The bully should be helped to recognise their unsociable behaviour and offered support to modify that behaviour.
- ◆ Bullying will not be eradicated if the behaviour of bullies is not modified. Efforts should be made to identify why a pupil has bullied; support can then be offered to the bully to prevent reoccurrence.
- ◆ Ways of reporting bullying must be clearly established for both pupils and staff.
- ◆ Parents must be clear as to how they can ensure their concerns for their child are taken seriously.
- ◆ Consideration should be given to appropriate "assertiveness" training for the bullied and other vulnerable groups.
- ◆ Take all bullying problems seriously, both of pupils and adults;
- ◆ Investigate all incidents thoroughly;
- ◆ Ensure that bullies and victims are interviewed separately;
- ◆ Obtain witness information
- ◆ Keep a written record of the incident, investigation and outcomes; (see above)
- ◆ Inform staff about the incident where a pupil is involved
- ◆ Inform appropriate staff where a member of staff is involved
- ◆ Ensure that action is taken to prevent further incidents. Such action may include:
 - Imposition of sanctions;
 - Obtaining an apology;
 - Informing parents of both bully and bullied;
 - Providing appropriate training;
 - Providing mentor support for both victim and bully.

Parents should be made aware of the school complaints procedure, and be assured that, should they make a complaint through that procedure, the matter will be taken seriously and dealt with accordingly.

Reporting Serious Incidents

The purpose of monitoring, recording and reporting incidents of serious unacceptable behaviour is to know where there might be problems that have the potential to become bullying and then to intervene to ensure that children and young people's well-being is not compromised.

The school will not hesitate to report and log serious behavioural incidents, especially racist incidents, as information may help to identify potential bullying within the school and/or wider community. The reporting of incidents does not necessarily point to a concern within St Luke's, but instead highlights that the school is sensitive to issues of bullying and has a determination to create an ethos where children feel safe to report incidents.

Incidents are reported to the Local Authority on a termly basis. The attached appendix 1 gives an expectation that incidents at level 3 or 4 which involve contacting parents would be logged as serious. The Local Authority can use this information to ensure that training and support is responsive to our school's needs.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Website
Act Against Bullying	www.actagainstbullying.org
Advisory Centre for Education (ACE)	www.ace-ed.org.uk
Childline	www.childline.org.uk
Anti-Bullying Alliance (ABA)	www.antibullyingalliance.org.uk
Anti-bullying Network	www.antibullying.net
Bully Free Zone	www.bullyfreezone.co.uk
Beatbullying	www.beatbullying.org.uk
Bullying Online	www.bullying.co.uk
Kidscape	www.kidscape.org.uk
NSPCC	www.nspcc.org.uk
Parentline Plus	www.parentlineplus.org.uk

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APPENDIX 1 –

Possible levels of inappropriate behaviour and suggested responses:

L1 – aggravations eg. calling out, interrupting learning, ignoring minor instructions – not recorded unless repeated and incident dealt with by class teachers, SMSAs

L2 – less serious – reminder note made in incident book – begin to monitor frequency informally

L3 – more serious eg. harming someone with intention, damaging property, challenging authority, harmful and offensive name calling – incident logged with a member of Senior Leadership and parents informed

L4 – very serious eg. serious challenge to authority, running out of school, vandalism, serious verbal or physical abuse to an adult or child – immediate involvement of parent, probable request for immediate withdrawal from school, involvement of LA Officers