

# SCHOOL POLICY FOR Anti-bullying

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**Date Adopted:**

October 2022

**Review by:**

October 2025

## Our Vision

We at St. Leonard's school believe that we are part of God's family, following the example of Jesus Christ, and strive to put into action St. Paul's teaching on the fruit of the Spirit –

“love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control”  
Galatians 5. 22-23

Our vision and Christian values underpin everything we do as a school: our aims and ethos, policies, procedures, the design of our curriculum, how we treat one another, the decisions that we make and the school's management and governance.

## Aims of Policy:

- To define Bullying behaviour.
- How to prevent bullying.
- How to deal with incidents of bullying.

This policy works in cohesion and as part of PHSE, child protection and school behaviour policies.

## Definition of Bullying

**Department for Children, Schools and Families (2007), Safe to Learning defines bullying as-**

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

As a staff, we agree that bullying should be further defined as a series of actions or incidents repeated on more than one occasion and can be influenced by race, religion or culture; SEN or disability; health conditions or appearance; sexual orientation, sexist or sexual bullying; home circumstance.

All bullying is aggression, whether physical, verbal, or psychological. Any behaviour, which is the illegitimate use of power to hurt others, is bullying behaviour.

Bullying behaviour includes name-calling, taunting, issuing threats, isolating or excluding people from groups, physical abuse, damaging belongings and cyber bullying including the sending of unpleasant text or e-mail messages (although use of mobile phones in our school is restricted).

Awareness should be raised that bullying can occur of and by school staff whether by pupils, parents or staff members.

Child speak pupil definition of bullying-

Bullying is anything a person doesn't like someone else doing to them. Like actually hurting them, name calling and can be cyber bully. The bully knows that the person doesn't like it. It is always repetitive.

### **Recording and Reporting incidents-**

In both key stages and in Early years children are made aware of ways in which to respond or report bullying behaviour through teaching of PHSE and as part of annual anti bullying weeks.

Parents complete annual school questionnaires which reflect on bullying in school, responses to questionnaires offer advice on prevention, reporting and how incidents of bullying are dealt with within school. Parents are also sent literature defining and explain bullying and giving advice how to deal with unwanted behaviours.

Each class teacher has a copy of a bullying incident report form which should be completed when allegations of bullying have been made. Staff should deal with incidents as they see appropriate using the school behaviour policy and if further action needs to be taken to present incident form to member of senior management team or head teacher.

Incident forms to be filed and inform future teaching and learning of bullying within school.

### **Preventing Bullying**

- Through ensuring that everyone in school understands what bullying means and that no bullying of any kind is tolerated.
- Through the development of a whole school approach to the problem, involving children, all staff (including support and ancillary staff), parents and governors.
- Through the curriculum and skills, especially PSHE and Citizenship. The S.E.A.L. (Social and Emotional Aspects of Learning) materials support issues relating to bullying through the six whole school 'themes' and more explicitly through the unit 'Say no to Bullying.'
- Anti-bullying week will be a focus in PSHE during November and teachers will be given materials to support the delivery of this- Whole school sharing assemblies will give opportunities to share children's work and ideas on bullying.
- In school Anti bullying weeks should follow the annual national focus which will be shared with staff through anti-bullying emails and links to resources.
- To continue to run the Playground and Lunchtime Buddy Scheme, training and supporting older children to help resolve disputes and encourage co-operative play. Playground and Lunch time buddies are encouraged to record and report any incidents to appropriate staff members.
- To continue to build positive relationships between all staff and pupils, ensuring that pupils feel supported and feel able to speak out about incidents of bullying, knowing that their valid complaints will be taken seriously.
- In teaching and learning both in and out of the classroom teachers should aim to promote equality and celebrate differences.
- Internet safety and cyberbullying will be taught to all children through PSHE and as part of teaching and learning in ICT sessions.

### **Dealing with Incidents of Bullying**

- Keeping full records of any incidents of a repeated nature, any related discussions and resolution.
- Take any incident or report seriously and take action as quickly as possible. Remain calm. Reassure the victim(s). Don't make them feel inadequate or foolish. Offer concrete advice and support. Make it plain to the bully that such behaviour cannot be tolerated, stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked. Encourage the bully to see the victim's point of view. If punishment is given to the bully, explain clearly why it is

given. Never react aggressively or punitively.

- Review the situation at staff meetings on a regular basis. Make all staff aware of any persons vulnerable to bullying and ensure that necessary people are informed of any significant incidents.

- Support emotionally both victims and bullies. Consider:

Can the victims be helped to be more assertive or more skilled socially? Who can do this? How? When? (PSHE lessons, small groups, using SEAL small group materials etc)  
Can the bullies learn to control their aggression or be more empathic? Who can do this? How? When?

- Can other children be involved in helping victims or bullies? Either as support, peer mentoring or as good role models; or to assist in reporting incidents.
- Initially, pupils will usually wish to discuss their problem with their class teacher, but they may, on occasion prefer to discuss the problem with another member of staff or an ancillary helper, who should always take care to listen, act and refer as necessary.
- Knowing pupils well is, of course, a great advantage to all concerned; take care to be sensitive to special needs or other difficulties such as family problems.
- If required staff should seek advice or support from colleagues when dealing with prejudice bullying.
- If necessary provide prevention work or support for whole year groups to address any common or re-occurring incidents.
- All cases of unresolved conflict should be referred to Senior Management, who will in turn, report to the Head teacher when necessary.
- Parents should be kept informed, in any serious or prolonged cases of bullying. The Head teacher will do this after consultation with relevant teachers and the pupils concerned.

### **Monitor and review**

Continue to develop a positive school ethos through teaching the prevention of bullying.

Use annual data from parent pupil questionnaires to make any necessary amendments to policy in future.