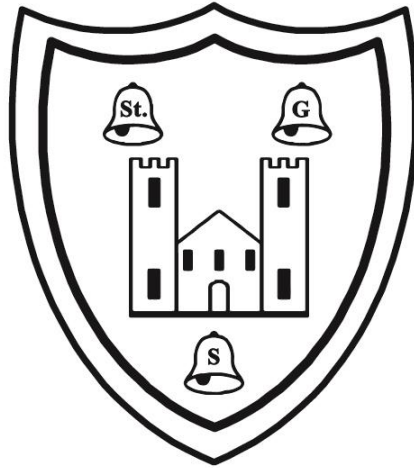


St Germans Primary School

St Germans



Primary

Bullying and Harassment: Anti-bullying Policy

Curriculum / Headteacher
Review Frequency: Two Years
Next review: 31/09/23

Bullying

As has been stated in the aims of the school and is implicit in the schools Equal Opportunities Policy. "It is the endeavour of all who work here to create a happy, caring and ordered environment in which each child can work and grow to develop their full potential, spiritual, moral, social, cultural, academic and physical."

"The teaching staff and helpers also firmly believe in establishing, by example, such values as mutual respect, courtesy and kindness to others and in developing a social awareness in each child which will prepare him or her for life beyond the primary school".

Aims such as these cannot be met if a child is afraid, constantly being upset, or being physically or emotionally attacked.

This school therefore, will not tolerate any form of bullying.

At St Germans Primary School, we acknowledge that bullying may occur in our school, as it does in all schools and in the wider community of children and adults. Bullying will not, however, be tolerated or ignored in any of its forms within our school community. All staff will deal seriously with any report by victims or concerned children about physical, mental or verbal intimidation of pupils or adults. Our aim is to develop a culture in which victims feel they can talk to any adult in the school about issues relating to bullying either to themselves or others and where bullying is seen by all as unacceptable.

Our school aims are:

- To have a clear structure for dealing with complaints of intimidation so that both victim and perpetrators receive the appropriate help to enable them to deal with the problem.
- To ensure that children, parents and staff have a clear understanding of the behaviour that we consider constitutes bullying.

Bullying can be defined as:

The wilful, conscious desire to hurt, threaten or frighten someone else. Bullying involves the abuse of power. It is persistent. All bullying is aggression, whether it is physical, verbal or psychological.

In children's terms we can say. "You are being bullied if another child, or group of children, keeps hurting you on purpose by what they say or do."

Bullying can include:

Threats of violence
Actual physical intimidation
Aggressive behaviour
Physical attack
Extortion of money or property
Racially motivated bullying
Bullying associated with religious beliefs
Targeting of perceived weakness (e.g. disability)
Individual bullying
Group bullying
Sexual harassment / sexist bullying
"Imported" bullying (e.g. where families are in dispute)
Verbal abuse
Psychological abuse
Social ostracism
Repeated taking or hiding of others' property
Indirect forms e.g. spreading nasty stories about someone
Excluding someone from a social group
Cyber bullying

E-Safety issues are embedded in all aspects of the curriculum and other school activities. Pupils understand and are expected to follow the School e-safety and acceptable use policy which includes the use of images and cyber bullying. Any infringement of the rules could result in the use of ICT being withheld.

The Education and Inspections Act 2006 empowers Headteacher, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other e-safety incidents covered by this policy, which may take place out of school, but is linked to membership of the school.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

Racism is defined by the school as:

Attitudes and actions directed against persons by virtue of the fact of their colour, culture and / or ethnicity in such a way as to hurt another or to engage in stereotyping.

A racial incident is any incident regarded as such by the victim or anyone else. Under recent legislation it is no longer appropriate for such allegations to be dismissed because the incident is judged by the school not to be racially motivated.

The school believes that racism is totally unacceptable and it will not tolerate racist attitudes amongst its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

Recognising Bullies

There is no stereotype of a bully, but all will have the following in common:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control
- Bullies tend to lack empathy; they are unwilling to imagine what the victim feels
- Bullies tend to lack guilt; they feel the victim “deserves” bullying treatment.

Recognising Likely Victims

The significance of being “different” is probably most important.

The victim may be the child who is in the wrong place at the wrong time, and who reacts wrongly.

They may be pupils who:

- Are new to the school or class
- Are different in appearance, speech or background
- Suffer from low esteem
- Demonstrate “entertaining” reactions when bullied, e.g. tantrums, loss of control
- Are more nervous or anxious
- Lack close friends
- Are shy
- Come from an over-protective family
- Are in a minority racial / ethnic / religious group

- Have special educational needs
- Behave provocatively
- Have a physical disability

Preventing Bullying

We aim for a secure and friendly relationship with the children, to create a happy environment conducive to good work, positive attitudes and good behaviour.

In endeavouring to achieve these aims all adults in the school value the close relationships established with the children. It is our belief that these relationships create a situation where children feel that they can “speak out” and talk about any concerns and worries they have.

Therefore, children are encouraged to talk to the adults in the school about any worries or concerns they may have.

Combating bullying is largely concerned with creating an environment, or ethos, where any member of the school does not consider such anti-social behaviour appropriate. Following the school’s social / moral development programme in PSHE Studies (including assembly material), good supervision and listening to the concerns of the children can encourage this. The last element of ‘listening’ is very important, especially if it is followed up by appropriate action. An issue is unlikely to become a problem if we know about it. The children must be encouraged to voice their concern, and know that they will be investigated.

Anti – Bullying Charter

The school has adopted an Anti-Bullying Charter that is shared with the children and can be found on the school website. **(Appendix 1)**

Dealing with Bullying:

- It is made quite clear to all pupils, parents and adults that any kind of bullying is completely unacceptable
- We aim to make each and every child feel accepted and valued by everyone
- Praise and encouragement, together with high expectations are used as much as possible to encourage high self-esteem
- The use of negative and destructive criticism is avoided
- We deal with intimidation positively as an issue in assemblies and in the classroom with groups and individuals i.e. PSHE and circle time. Many issues for action and discussion occur during the normal course of the school year. Discussions about class rules and the formulation of class CODES OF

CONDUCT are also important methods of encouraging positive attitudes. However, a structured approach throughout the school is necessary. The school uses the 'Seal' material and all classes engage in Anti-Bullying week each November. We avoid making bullying a secret or hidden subject. We take opportunities to discuss how it makes both the perpetrators and the victims feel i.e. role on the wall, hot seating, conscience alley, forum theatre and flash back and flash forward. Make it clear that **all** children have the ability to change their behaviour and that we will help them do so.

- Listen carefully when a child discloses about bullying and take notes if appropriate. Take care not to dismiss the child's fears lightly or minimise their importance. Remember that children who are being intimidated feel they have no control over what is happening to them so we should **not** respond by confirming that by saying, "I'll sort it out" and immediately punishing the perpetrator. Empower the victim to regain control by suggesting strategies they might employ to counter the intimidation giving them a choice. Ask if they want you to speak to the bully or if they want help to deal with the solution themselves? Employ an effective method of bringing all the parties together to face the issue and talk about a solution. Get the bully/ies to face the consequences of their actions. Get all the parties involved to agree a way to move the situation forward?

All non-teaching staff must report incidents of bullying or disclosures about intimidation to the appropriate class teacher.

Class teachers must make a decision about whether to deal with a problem themselves, if it is a first known occurrence for example, or involve the SMT or the head. **All cases where parents become involved must be report to the head** . Staff must keep a written record of the incident, the action taken and the monitoring plan implemented. This is then passed to the Headteacher and will be reported to Anti Bullying Team in Cornwall (**Appendix 2**)

Always **listen** to both sides. We must deal with the bully and the victim, making sure that neither is labelled in those terms. Deal with the behaviour not the label and empower both to change. Do not make **examples** of bullies; this can give the wrong signals to both them and other children, especially if victim or bully is using the behaviour to gain attention.

When dealing with parents it is important not to name the other children involved. Parental involvement is an essential component in helping to change the behaviour of children, whether victim or perpetrator. However, because of the highly emotional nature of bullying, parents of victims can often want to "help" their child by dealing directly with the perceived bullies or their parents. Often in the same intimidating manner that they would condemn if inflicted to their own child. The parents of the perpetrator may become very defensive and not acknowledge the problem or they will see their child as the victim of unfair accusation. We need to be clear with the parents about the nature of the whole problem and explain how we

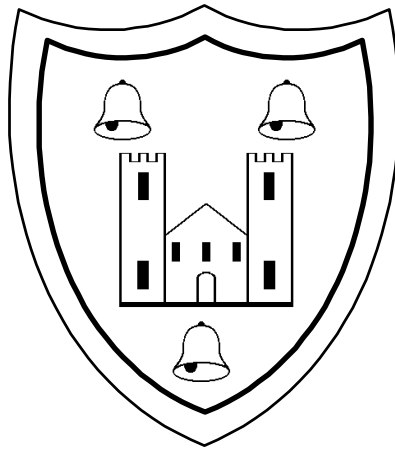
are going to successfully resolve the situation for their children. We must never make excuses for bullying or fail to outline our strategies for dealing with it.

There is no one strategy for dealing with bullying, it is a complex problem and staff should familiarise themselves with a range of strategies so that measures can be employed that are appropriate to the age of the children involved and the circumstances that initiated the situation. Reading material is available in the staff room.

Our overriding strategy for dealing with intimidation is encompassed in our whole school Behaviour Policy. This encourages, applauds and rewards behaviour that contributes to the establishment of a learning environment where every individual in the school community feels safe, secure, respected and valued. It sets clear parameters for what is considered acceptable behaviour and a structure for dealing with children who persist in crossing those boundaries.

Bullying

A Charter for Action



St Germans Primary School

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ discusses, monitors and reviews our anti-bullying **policy** on a regular basis
- ✓ support **staff** to identify and tackle bullying appropriately
- ✓ ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively
- ✓ reports back quickly to **parents / carers** regarding their concerns on bullying
- ✓ seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant statutory / voluntary organisations** when appropriate