



George Eliot
Primary School

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Anti-Bullying Policy

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GEORGE ELIOT PRIMARY SCHOOL

ANTI-BULLYING POLICY

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APPENDIX 1: PROCEDURE FOR DEALING WITH BULLYING

1.

At George Eliot Primary School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote positive attitudes and behaviour.

It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

Safeguarding Statement of Intent

The Staff and Governing Body of George Eliot primary School are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at George Eliot Primary School.

We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, **sexual, emotional** abuse, neglect and bullying.

George Eliot Primary School is fully committed to securing equality, respect and dignity for all retrospectively of their values, beliefs and opinions.

We believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live.

Inclusion for all through providing an environment where all feel valued and free from discrimination is part of the core values which underpins all our work, practice and ethos at George Eliot.

We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.

We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disabilist, gender based religious and homophobic remarks. We do not discriminate against the lesbian, gay, bisexual or transgender community. In fact we actively seek to combat all forms of negative discrimination.

2. **Aims**

- The School Community (pupils, staff, parents, governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school.
- Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated.
- Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

3. **Objectives**

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Help build an anti-bullying ethos in the school
- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

4. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

4.1 The main types of bullying are:

- Physical - pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional - tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Cyber-bullying - text messages, e-mail or using social networking sites like Facebook or Ask FM

4.2 Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion, gender or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

With regard to the bullying of school staff, see DCSF 2007, Para 1.11. George Eliot Primary School has its own guidelines and procedures about workplace bullying. At George Eliot Primary School we do not tolerate bullying of school staff - by pupils, parents/carers or other staff.

4.3 Bullying is always unacceptable and always serious.

We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and feelings. Encouraging children to take responsibility and develop interpersonal skills by becoming a Peer mediator which promotes children's self-esteem, independence and leadership skills. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group including EYFS addresses issues related to bullying.

This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Head Teacher is kept informed.

4.4 We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe
2. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted.

The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

5. Links with other policies:

This policy is not a standalone Policy. It has been devised alongside the School's Behaviour for Learning Policy, Inclusion / SEN&D Policy, Singular Equalities Policy, PSHE policy, Child Protection and Safeguarding Policy and the E Safety Policy. Please refer to the named policies for further information.

6. Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If members of the school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

7. Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work (Further guidance can be found on the DCSF website)

8. Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

The procedure for dealing with bullying is set out in **Appendix 1**, together with a copy of the incident form.

Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy.

- The school will promote anti-bullying strategies through assemblies, PSHE, SEAL lessons, circle time and other appropriate lessons such as drama and assemblies.
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying e.g. Head Teacher, Associate Head, Assistant Head, Year Leaders, Class Teachers, TAs, Office Staff etc.
- Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision, b
- A 'Peer Mediator' system operates during break and lunch times.

9. Promoting an anti-bullying ethos in the school

Members of staff use PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

The school endeavours to create an environment in which bullying is not able to develop e.g. trained peer mediators, buddy bus stop, buddies and school council.

10. Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace.

Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

11. Monitoring

The policy will be monitored by the Senior Leadership Team (SLT) and the Governing Body. It will also be monitored by and discussed with parents at the Parents Staff Association meetings.

12. Roles and Responsibilities

All members of staff (class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying.

The overall responsibility lies with the Head Teacher and Governing Body.

Procedure for Dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher or a senior member of staff (Phase Leader or Assistant Head).
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour **and given support by the inclusion team through counselling, mentoring and work with External Agencies to address that behaviour.**
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - lunchtime detention
 - behaviour target card
 - withholding participation in school trips or sports events that are not an essential part of the curriculum
 - removal from a particular lesson or peer group
 - temporary removal from the class
 - interview with the head teacher or deputy head
 - fixed term exclusion
 - permanent exclusion
10. A written record should be made of every incident of bullying using an Incident Log. The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken and whether the parents were informed.