



- This policy has been drawn up with regard to the DCSF Guidance *Safe to Learn: Embedding anti-bullying work in schools* and *Safe to Learn: Embedding anti-bullying work in schools - Cyberbullying*.
- This policy applies to the whole school including EYFS, before and afterschool care and school activities undertaken outside of the school grounds.
- This policy supports British Values.

Definition

The Government defines bullying as:

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

Bullying can take many forms:

- Physical violence/attacks
- Verbal taunts, name calling and put-downs, mocking
- Threats, intimidation
- Extortion or stealing of money & possessions
- Exclusion from peer groups
- Hiding belongings
- Spreading rumours
- Inappropriate text messaging and emailing,
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Racism, sexism, prejudice in any form
- Homophobia
- Abuse against individuals with SEN
- Abuse against individuals with Disabilities
- Peer on Peer Bullying (KCSIE, 2016)
- Cyberbullying

Regardless of what form the bullying takes, all bullying has to be dealt with seriously and appropriately. Bullying can cause psychological and emotional damage, undermining self-confidence, self-esteem and self worth for the victim. It also has an impact on those carrying out the bullying, other children witnessing the bullying and families.

Aims

- To develop a safe and supportive school climate
- To ensure that children show respect, value for every individual in the school, adult or child, irrespective of culture, gender, race or disability, religion or sexual orientation.
- To have procedures to ensure that children feel they can report incidents and be heard and that action will be taken.
- To protect children from extremism and radicalisation.

Prevention of Bullying

Leadership

All members of staff should work to promote an anti-bullying ethos within the school. They should always act as positive role models for the children.

Staff Awareness

- Staff should be aware that the bullied child may be 'suffering in silence'. However, observations of changes in behaviour can indicate that there is a problem. Signs such as a drop in attendance, deterioration in concentration and achievement and complaints about headaches or stomach aches should be monitored.
- Staff should recognise that bullying behaviour can be the symptoms of deeper problems or issues. Therefore it is necessary to try and gain an understanding of the children carrying out the bullying. This knowledge can influence the strategies used and the help sought for these children.
- Early identification of a problem and responding to it quickly is very important.

Curriculum Opportunities

The anti-bullying policy will be reinforced throughout the curriculum and issues covered in PSHE, SMSC, Citizenship and R.E. Through Art, children can have a medium through which they can convey emotions.

Through ICT classes, children will be made aware of cyber-bullying.

In EYFS, Bullying issues can be addressed through PSED, Communication and Language and Understanding the World.

School Environment

Prominent supervision of children at key times e.g. playtime, on the corridor, in cloakrooms will help prevent bullying behaviour occurring.

ICT

- Mobile phones are not allowed in school (Except in exceptional circumstances which necessitates the approval of the Headmistress).
- Children will not be allowed to use the computer suite without supervision.

- Children will not have access to the Internet in school without appropriate supervision.
- All computers are Child Protected.

Dealing with Bullying

- Children should know that they can report an incident or talk to any member of staff. Children should know that making teachers aware of a problem is not 'sneaking' or 'telling tales'. Children should recognise it as a duty to report instances immediately.
- Peer on Peer bullying: Children are capable of abusing their peers. This abuse can take many forms - verbal, physical, sexting, sexual touching, initiation/hazing type violence. Staff must be constantly alert to the possibility of this behaviour occurring. Children are encouraged to report any forms of abuse that occurs to a member of staff. Any instances should be immediately reported to the DSL or the deputy DSL. These behaviours will then be investigated by management involving parents if/when necessary.
- Incidents outside of the classroom will be reported to the class teacher.
- Incidents will be dealt with immediately.
- Serious incidents will be reported to the Headmistress.
- Persistent incidents will be recorded.
- Explanations as to why the type of behaviour is not acceptable will be given.
- Parents will be informed in the case of persistent bullying.
- Careful monitoring will continue.
- If further instances occur, the Behaviour Policy guidelines will be followed.

Any sanctions should:

- Ensure that the perpetrator understands that what he/she had done is unacceptable.
- Discourage the child from repeating the behaviour again
- Show other children (including the victim) that bullying behaviour is not acceptable and that it will be dealt with appropriately.

Supporting Children Who Experience Bullying

- Individual talks with the child where he/she is heard.
- Reassure the child that steps will be taken to prevent reoccurrence.
- Encourage the development of social skills, which will encourage self-esteem and assertiveness.

Equal Opportunities

We will endeavour to protect the welfare of children regardless of gender, race, culture, disability, religion, sexual orientation.

Associated School Policies/Documents

- [Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Religious Education Policy](#)
- [First-aid Policy](#)
- Prevent duty
- Preventing Extremism and Radicalisation Policy

Reviewed:

February 2012

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NEXT REVIEW DATE: 2017