



## **ANTI-BULLYING POLICY**

**Signed: A Rees      Date: September 2021**

**Date Reviewed by Curriculum, Standards and Wellbeing Governor Committee:  
Autumn 2021**

### **INTRODUCTION**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not a single or occasional incident or an argument between friends. These are examples of unkind or inappropriate behaviour and we also take action to address this, however, it is important these incidents are not called bullying. We use the STOP acronym to explain the difference to children:

**Several  
Times  
On  
Purpose.**

Bullying is wrong and damages lives. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim (as a school) to produce a safe and secure environment where all can learn without anxiety.

We believe that the development of the child's self-esteem is vitally important to their growth. The growth of self-esteem will be encouraged through respect for others – their opinions and their differences. In this environment we view bullying, whether between child and child, adult and child or adult and adult as a serious breach of school ethos and an inappropriate social interaction which can have long-term damaging effect upon both the victim(s) and the perpetrators(s).

### **ENTITLEMENT**

All children have the right to enjoy to the fullest possible extent the benefits of the educational provision offered by Edmondsley Primary and Nursery School.

In order to maximise these benefits the children will be educated in an environment which:

- Is safe and caring;
- Provides challenges but is non-threatening;
- Encourages children to feel secure;
- Values children's opinions and involves them, where appropriate, in the determining of school policy and rules;
- Develop children in such a way that enhances their own personal, social,

citizenship and health education and teaches them about positive, healthy relationships

- Shows an awareness of children's individual needs and makes all attempts to meet these.

Edmondsley Primary and Nursery School believes that, when a child claims to have been bullied or is suspected of being bullied he/she is entitled to expect:

- that he/she will be listened to in an appropriate setting and that every effort will be made to establish the facts;
- that appropriate action will be taken to address the child's concerns and to ensure that there is no recurrence;
- that the action the school intends to take will be made clear to the child and, if appropriate, the child's parents;

Edmondsley Primary and Nursery School believes that children who are suspected of bullying another child are entitled to expect:

- that he/she will be listened to in an appropriate setting and that every effort will be made to establish the facts;
- to know what action the school can take;
- to know what action the school intends to take.

Edmondsley Primary and Nursery School believes that parents, too, are entitled to expect that:

- their child will be educated in an atmosphere which is safe and caring and is not characterised by violence and intimidation;
- the school will take all reasonable steps to prevent bullying occurring;
- any bullying incident which is reported will be investigated according to the school's guidelines.
- Any bullying incident which is found to have taken place will be dealt with in line with the school's guidelines.

## **PREVENTION**

1. Children should be aware that any worries or complaints they have will be dealt with seriously. Comments like 'Don't tell tales' etc. should never be used.

All adults in school will follow our Restorative Approach guidelines to ensure adults

Listen to all children

Evaluate

Act

(refer to PROCEDURES section below)

2. Opportunities throughout all curriculum teachings are exploited to stress consideration for others. Bullying – be it child to child – adult to child or adult to adult, should be identified and dealt with effectively.
3. Our broad and balanced PSHCE curriculum educates and informs children to be

confident, resilient citizens who respect and show kindness to others as well as overcome difficulties they may face. Each half termly module has a focus on relationship education to empower children to identify and choose healthy and positive relationships within their lives.

4. The school takes part in a yearly 'Anti-Bullying' week to educate our children further. We also have focuses on identifying and guarding against racism and homophobic language and bullying through Show Racism the Red Card Workshops and our Rainbow Flag Award work.
5. When homophobic or racist language is used, this is recorded using CPOMS and a discussion with the perpetrator will take place to firstly find out what they understand about the language they have used and then to explain why this language is unacceptable.
6. Areas where bullying could take place i.e. corners of playground, toilets, are regularly supervised.
7. Children's reluctance to play outside or leave the responsible adult will be investigated.
8. Parents should be aware that any worries or complaints they have will be dealt with seriously. Such concerns are logged on our on-line platform (CPOMS), so that a chronology can be made and patterns/trends and appropriate actions recorded. Friendship issues and concerning behaviour are also logged onto our online platform.

## **PROCEDURES**

The Staff member who suspects a case of bullying as previously defined should deal with it in the following manner:-

- 1) Re-assure the child that they will be listened to.
- 2) Listen to everyone involved and judge each case on merit (Use the Restorative Approach in the first instance – See Behaviour Policy)
- 3) Discuss with the child(ren) any possible action that you are going to take.
- 4) Report the incident to Class Teacher of the child(ren) concerned.
- 5) The Headteacher or Deputy Headteacher should be informed and a programme will be drawn up to help the child to learn acceptable behaviour. All parents will be informed.
- 6) Rebuild the self-esteem of the victim **and** the bully e.g. give tasks of responsibility, positive praise, peer building exercises or activities.

When a parent suspects a case of bullying, as previously defined, contacts school, it will be dealt with in the following manner by the Head Teacher and in her absence the Deputy Head Teacher.

- 1) Listen to parents concerns and record them on the school's online system. Reassure parents that it will be investigated.
- 2) Read any prior reports that may be available on the school's online system (CPOMS) involving the children mentioned. Talk to all adults who come into contact with the children.
- 3) Investigate further by talking to the children involved. In the first instance, using a Restorative Approach. However, through discussions with parents, if any child involved feels uncomfortable using the Restorative Approach then this must not be used. Parental feedback must be taken seriously and could be the main source of what is happening. Staff must realise that some children are hesitant to talk openly in front of other children as they see it may cause further distress. Some children just

want the current situation to end as soon as possible and will say what they feel needs to be said to end the conversation. Children are unlikely to be thinking of the longer term outcome.

If the investigation outcome is that no bullying is taking place, the Head Teacher should communicate this clearly to the parents and discuss further actions which may be required.

If the investigation outcome is that bullying is suspected, the Head Teacher should meet with all parents (separately) to discuss the following.

- 1) A programme/plan will be created to help the child learn acceptable behaviour. This may include support from outside agencies such as Durham Local Authorities Behaviour Intervention Team, Bereavement Counselling, General counselling etc.
- 2) Rebuild the self-esteem of the victim **and** the bully e.g. give tasks of responsibility, positive praise, peer building exercises or activities.
- 3) Monitor all the children's behaviour – victim and the bully.
- 4) Continue to communicate with parents through agreed channels to check the programme/plan is working.

### **BULLYING BY GROUPS**

While bullying at any level is unacceptable, any indication that it is happening at group level should be notified to the Head Teacher **at once**.

### **MESSAGES FOR THE CHILDREN**

- 1) Tell us.
- 2) You will be listened to and believed if you tell us the truth.
- 3) We will help
- 4) We will try to: find out the facts, Stop the bullying and make you feel safe.

This message is reiterated and discussed during relevant PSHCE lessons and in our annual anti-bullying week focus which the whole school take part in.

### **ROLE OF PARENTS**

If you suspect your child is being bullied, please inform the school at once (The class teacher in the first instance). We will investigate and respond to parents; discussing our findings. If your child has taken part in bullying behaviour, we would expect your support in dealing with this.

### **THE ROLE OF GOVERNORS**

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

### **THE ROLE OF THE HEAD TEACHER**

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing

body about the effectiveness of the anti- bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly or a whole class discussion as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff receive sufficient information to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **MONITORING AND REVIEW**

This policy is monitored regularly by the head teacher, who reports to governors about the effectiveness of the policy on request.

The anti-bullying policy is the governor's responsibility and they review its effectiveness regularly.