

CURZON CHURCH OF ENGLAND COMBINED SCHOOL ANTI-BULLYING POLICY

OBJECTIVES

1. All Staff, Governors, Pupils and Parents will have an understanding of what is meant by bullying.
2. Bullying will **not** be tolerated.
3. Clear procedures for reporting bullying will be understood and followed.

INTRODUCTION

We are a Christian school and are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. The starting point for this policy is to ask ourselves, as adults: **“What skills do we need in life in order to get along with other people?”**

- How do we treat others?
- How do we expect to be treated?
- What do we do if we don't get along with someone?
- How do we stand up for ourselves?
- Where and when did we learn these skills?

We recognise that children need to learn how to get along with each other, and this is easier for some children than others. “Getting along” involves a complex set of skills, and school is the best possible, safe place to learn them.

1. WHAT IS BULLYING?

“Bully: a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.”

Bullying is the behaviour by an individual or group, regularly repeated over time, that intentionally sets out to hurt another individual or group either physically or emotionally. It is the job of everyone in our school community to tackle bullying. Research has shown that bullying is only a major problem in organisations which leave it unchallenged.

Bullying can be:

PHYSICAL - pushing, kicking, hitting, punching, unwanted physical contact or any use of violence.

VERBAL - name-calling, sarcasm, spreading rumours or teasing.

EMOTIONAL - excluding (i.e. not allowing a child to play with a group), tormenting (i.e. hiding belongings, threatening gestures, facial expressions and body language) or being unfriendly.

RACIST/GENDER - taunts, graffiti or gestures.

CYBER BULLYING will be responded to in exactly the same way as other forms of bullying.

Tackling bullying in school matters because:

- It makes children unhappy
- Pupils who are being bullied are unlikely to concentrate fully on their school work
- Some pupils avoid being bullied by not going to school
- Pupils who observe unchallenged bullying behaviour are likely to copy it
- Action against bullying is integral to our Behaviour Policy, and our ethos as a caring church school. Preventing and tackling bullying has a high priority within the school, with a clear commitment from the head teacher, governors and staff. Our school values underpin this policy:

CO-OPERATION COURTESY CONSIDERATION CONFIDENCE COMPETENCE RESPECT

In the context of this Policy, the Five C's and an “R”s mean:

- Co-operation in groups and across the school – including adhering to this policy
- Courtesy - showing of politeness in one's attitude and behaviour towards others
- Consideration of others' feelings, thoughts and differences
- Confidence and Competence to speak up

- Respect for others and their property and the advice given from adults and anti-bullying ambassadors

WHY DO CHILDREN BULLY?

Children bully because:

- They want to be “in with the cool gang”
- It feels like fun – they don’t realise how much it hurts
- They dislike or are jealous of someone
- It makes them feel powerful or respected
- They are bullied themselves and are taking out their hurt and anger on someone who they think won’t fight back
- They are having problems in their life that are making them feel bad

We recognise that bullying disappears most rapidly when the whole class adopts an anti-bullying stance. If the “on-lookers” do not encourage bullying behaviour, then it is short-lived. We aim to make bullying an issue that is not secret, but is talked about openly, and is understood to be everyone’s concern.

2. PROCEDURES AND OUTCOMES

Anyone, whether staff, pupil or parent (or governors) should report bullying if they believe it is happening.

All staff are familiar with strategies to deal with bullying: pupils are encouraged to say loudly and clearly to the perpetrator, that they do not like what they are doing and if they continue they will talk to a member of staff (thus giving the perpetrator the opportunity to cease without adult intervention). They are encouraged to use ‘I-statements’ to resolve conflicts – “I feel... when.. because...” to promote empathy for others.

Bullying can be reported to the child’s class teacher or any other member of staff. Any reports which do not reach a satisfactory resolution are passed to a member of the senior leadership team for further exploration. The Head teacher is informed of any allegations of bullying.

All parents and children are invited to inform any member of staff, verbally or in written form, of **any** issue of concern to them. All comments are followed up. All reported incidents are recorded in the Class Inclusion file.

Actions can include:

- (a) Interviews (individually or as a group) with a member of staff and all those involved in the bullying incident.
- (b) Informing the parents of the bully (in serious or persistent cases) who will be asked to come to a meeting to discuss the problem.
- (d) In serious cases, exclusion will be considered.

The intention of these actions is to help ensure that:

- (a) Bullying behaviour and threats of bullying stop **immediately**.
- (b) Attempts are made to help the bully change their behaviour.
- (c) Avoidance and detachment strategies are taught to children when appropriate.
- (d) The bully and victims will be reconciled, if possible.

3. PREVENTION STRATEGIES

Curzon school uses methods for helping children to prevent bullying. As and when appropriate, this may include:

- (a) Signing behaviour and internet codes of conduct.
- (b) Adopting corporate responsibility for the school rules and reflection of school values.
- (c) Organising discussions about bullying e.g. circle time
- (d) Use of personal network / hand revisited every half term
- (e) Writing stories or poems or drawing pictures about bullying.
- (f) Reading stories about bullying or having them read to a class or the whole school in assembly.
- (g) Making up role-plays using 'I-statements' to discuss conflicts: "I feel... when.... because..." with the response "I am sorry for making you feel... when... because..."
- (h) Teaching assertiveness strategies
- (i) Anti bullying assemblies that pupils take part in
- (j) Anti-bullying ambassadors on the playground trained as Peer Mediators

BULLYING OF ANY KIND IS UNACCEPTABLE IN OUR SCHOOL

If bullying **does** occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school - **anyone** who knows that bullying is happening is expected to tell the staff (teaching assistant or classteacher in the first instance). Bullying is also unacceptable behaviour for our pupils outside of school. Any such incidences witnessed or reported will be dealt with in accordance with the school's policy.

4. GETTING ON TOGETHER

Children's Responsibility

- To remember the GOLDEN RULE: "Do for others what you want them to do for you" (Matthew 7:12)
- Consider how you would feel as a victim of bullying. Do you like being picked on? Do you like people making fun of your appearance?
- Always imagine you are in someone else's shoes, and then it's easy!

Parents' Responsibility

- Be a good role model for your children.
- Try not to jump to conclusions. Listen to all sides. Try to solve problems rather than exacerbate them by only listening to your own child's point of view.
- Avoid labelling children – especially those you don't know. Try and find out the qualities of the other child and encourage your child to focus on these.
- Advise your children to tell an adult in school if they have any problems. If they are not brave enough to do this, contact the school and be confident that the school will sort it out, without you needing to get involved.
- Don't approach other parents to try to resolve playground disputes – this often makes the problem worse. What happens at school is the school's responsibility.
- Never tell your child to "hit back". This is not a good way to de-escalate disputes. Encourage them to be assertive, to feel proud of themselves and to ask to be treated with respect. These are the skills they will need to face bullies as adults in the future.
- Don't expect the school to exclude a child for bullying. The school's job is to challenge and change bullying behaviour and help the perpetrator be secure in their friendships, not just to pass a child onto another school.

School's Responsibility

- To teach children how to take positive steps to resolve their differences.
- To help children with strategies to deal with unkind or hurtful incidents.
- To help children understand what constitutes bullying behaviour.
- To intervene in any alleged bullying incidents, to speak to the children involved and make it clear that any repetition of the bullying behaviour will result in parents being informed/involved.

- To meet with children and parents if needed to help resolve disputes in a practical and objective way.

5. CONCLUSION

Remember, it is better to be wrong than to ignore bullying. It is also important not to assume that the 'victim' has brought the situation upon him/herself. Nothing that an individual does, means that they deserve to be bullied.

Bullying is not acceptable under any circumstances and will not be tolerated. Ensuring that Curzon is free of bullying requires the co-operation of staff, parents, pupils and governors. It is our intention to:

'Keep Curzon Bully Free'

Policy Success Criteria:

- i) The number of incidents recorded in class inclusion files will be monitored by the Headteacher and discussed with the class teacher if this number is increasing.
- ii) Less than 3 incidents a term are recorded in Headteacher's file (to include cyber bullying) and Head's report to Governors.
- iii) Can 2 children in each class list anti-bullying tactics in school?
- iv) Feedback from Mid-day supervisors regarding incidents and conclusions, recorded in MDS file.
- v) 95% of parents think that incidents are followed up to a satisfactory conclusion (complaints file or parent survey)

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