

STANWAY PRIMARY SCHOOL



ANTI-BULLYING

Policy adopted by Governors: 15th July 2024

Review Date: Summer 2025

A positive approach to dealing with bullying

Our vision for the school states:

Success and Enjoyment for all

- **We aim to be a welcoming, happy and stimulating school that works for success and enjoyment for all**
- **We aim to create a community of learners where all children and adults are encouraged to do their best to look after themselves and one another**
- **We aim for each child to be the best possible learner, to be positive, confident and healthy and to be good at working with others**

The aim of this anti-bullying policy is to realise this vision by ensuring that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit from the opportunities available at Stanway Primary School.

Statutory duty of schools

Schools have a duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and governors.

What do we mean by bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Bullying may be:

- Deliberate
- Premeditated
- Unprovoked
- Repeated over a period of time

It may manifest itself in a variety of ways. Our pupils have identified the following bullying type behaviours:

- Hitting
- Punching

- Biting
- Pushing
- Teasing
- Name calling
- Demanding money
- Spreading rumours
- Making threats
- Social exclusion
- Entrapment
- Goes on and on
- Makes you feel weak and useless
- Ganging up
- Rumours
- Tricking people

It may also highlight differences between groups on the grounds of:

- Race
- Ethnicity
- Gender
- Physique
- Social class
- Academic ability
- Physical disability
- Age
- Friendship groups
- Club/team membership

Possible warning signs may be when children:

- Are scared to walk to and from school
- Do not wish to attend school
- Lose concentration
- Do not wish to go out to play
- Cling to adults in the playground
- Become aggressive to others for no apparent reason
- Complain of hunger
- Have unexplained injuries
- Become withdrawn and/or distressed
- Refuse to say what the problem is
- Have possessions go astray regularly

Victims are often:

- New to the school
- Low in self esteem
- Different in some way
- Nervous
- Have co-ordination problems

'Bullies' should not be stereo-typed as they may be:

- Academically low achievers
- Achieving as well as, if not better than, their peers
- Unpopular and insecure
- Quite secure and happy

But they usually have these things in common:

- Assertive or aggressive attitudes over which they exercise little control
- Lack of empathy
- Lack of guilt – they will rationalise that the victim deserves it

Prevention of bullying

We aim to encourage children to avoid bullying by:

- Staying calm
- Think about whether they need to change their behaviour
- Turning their backs and walking away
- ALWAYS TELLING SOMEONE

We aim to prevent bullying by:

- Acting as role models in all our dealings with the children
- Successfully implementing our whole school approach to behaviour through a therapeutic approach.
- Raising the children's self-esteem, to make them more confident and assertive in their dealings with conflict.
- Having a consistent approach in our handling of situations.
- Looking for patterns in absenteeism, reluctance to join in particular activities and by looking for any changes in mood or behaviour.
- Reducing the opportunities for bullying to take place by being observant and by improving the school environment and the facilities on offer to the children during 'free' time.

- Raising the issue with the School Council and involving them in finding solutions to problems.
- Regular discussions with the children about the effect bullying can have on other people's lives through RE, PSHE, RHE, assemblies, circle time, drama and class councils.
- Use of PSHE and social skills groups.
- Giving children the opportunity to talk to an adult of their own choosing.
- Explaining that the bully, not the victim, is the person with the problem.
- Informing the parents in general that bullying in all its forms is unacceptable and all known incidents will be dealt with.
- Asking the children and parents to keep us informed of any incidents, and seeking their support in dealing with them.

All staff at Stanway Primary School follow these approaches and have been alerted to the signs of bullying set out above.

At Stanway Primary all staff act firmly and promptly against bullying in accordance with the guidance below:

Dealing with incidents

Our approach to incidents of bullying will follow that of our approach to all incidents of unwanted behaviour.

In the case of minor bullying we will take account of both sides and deal with the problem as quickly and quietly as possible, giving support to both the victim and the bully using a therapeutic approach.

In the case of more serious persistent bullying we will inform the parents of both victim and perpetrator and take the following steps:

- The incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be given to the headteacher/deputy
- The headteacher, deputy headteacher or member of the SLT will interview with all concerned and record the incident using CPOMS
- Class teachers will be kept informed
- Parents will be kept informed
- Consequences will be used as appropriate

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice

- Re-assuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Keeping victim and perpetrator apart

The **'say no to bullying'** encompasses all these strategies and is our main approach to bullying incidents.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents to help change the attitude of the pupil
- Taking part in the 'say no to bullying' approach

Advice we would give to parents of the 'bully'

- Criticise the behaviour not the child
- Explain the seriousness of the behaviour and the effect it has on others
- Praise the child for good behaviour
- Give acknowledgement when targets are met
- Listen to your child
- Encourage friendships
- Believe your child's behaviour can change

Advice we would give to parents of the victim

- Encourage your child to talk about the problem
- Sympathise but do not over-react
- Build your child's confidence
- Ask if they need to change their behaviour
- Assure them it is the bully who has the problem and there is nothing wrong with them
- Praise every effort they make to cope
- Explain they do not have to put up with it and every effort will be made to stop it from happening again
- Encourage new friendships

If the situation does not improve, we will take the same steps as for other serious breaches of school discipline as outlined in our Behaviour Policy.

Cyber-bullying

All pupils are expected to adhere to the expectations set out in our E-Safety policy. Please refer to this for further information.

Context

This policy should be read in conjunction with all school policies but in particular with the following:

- Behaviour
- E-Safety
- Special Educational Needs and Disabilities
- Health, Safety and Wellbeing
- KCSIE
- Harmful Sexual Behaviour – Child on Child Abuse
- Child Protection

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness.