St Andrew’s Maghull
CE Primary School

Anti-Bullying Policy
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This policy is one in a series which states how teaching & learning will happen in St. Andrew’s Maghull CE Primary School.

Rationale
As a school we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote appropriate behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning.

Policy
This policy is one of a series that support the Behaviour Leadership in the school and must be considered along with the Home School Agreement, Anti-bullying Policy, Equal Opportunities policy, Care and Control Policy, Display Policy, Marking policy and Safeguarding Children and Child Protection documentation.

Why is an anti-bullying policy necessary?
St. Andrew’s school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore that the school has a clear written policy to promote this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

What do we consider bullying behaviour to be?
The DfES ‘Anti-Bullying Pack – Don’t Suffer in Silence’ 2000 suggests that:
1) There are many definitions of bullying but most consider it to be –

☐ deliberately hurtful – including aggression

☐ repeated over a period of time

☐ difficult for victims to defend themselves against.

2) Bullying can take many forms, but the main types are:

☐ physical – hitting, kicking, taking belongings

☐ verbal – name-calling, insulting, making offensive remarks

☐ indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

3) Name-calling is the most common direct form. This may be because of individual characteristics but pupils can be called nasty names because of ethnic origin, nationality or colour, sexual orientation or some form of disability.
We have provided some definitions of what bullying is, and is not, with Key Stage 1 and Key Stage 2 children.

**Defining bullying with Key Stage 1 children**

It is bullying when people:
- hurt others on purpose – especially by hitting or kicking
- say they will hurt other people
- tease others unkindly
- call people names
- take other people’s things, spoil or throw them away
- say unkind things about others, whether true or not
- prevent others from joining in their work, play or group activities.

It is not bullying when people:
- hurt others by accident
- don’t know other people want to join in
- won’t let other people have their own way
- ask others to wait their turn
- want others to go by the rules
- borrow or use other people’s things without asking, especially if they do not realise the things are not for general use.

**Defining bullying with Key Stage 2 children**

It is bullying when people:
- deliberately hurt others time after time, especially when people are unable to defend themselves
- tease others especially when the person getting teased begins to feel unhappy about it
- call others names, especially when the names are about how people look e.g. race, colour, appearance, culture, gender, ethnic origin, or any form of disability
- threaten that they will hurt others
- try to take other people’s possessions or money by force
- demand that others give them money or possessions
- force others to do things they know they should not do
- hurt others physically
- spoil, damage, take or throw away other people’s belongings
leave people out of play, groups or social activities deliberately and frequently

exaggerate tales or spread rumours particularly when meaning harm to the person

act maliciously towards others, openly or by stealth

make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them.

It is not bullying when people:

borrow things and forget to return them

ask if they can join in

call people by a name they are happy with

hurt others accidentally

give good reasons why others cannot be included in a group activity.

What can you do if you are being bullied?

Remember that your silence is the bully’s greatest weapon!

a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!

b) Be proud of who you are. It is good to be an individual.

c) Try not to show that you are upset. It is hard but a bully thrives on someone’s fear.

d) Stay with a group of friends / people. There is safety in numbers.

e) Be assertive – shout “No!” Walk confidently away. Go straight to a teacher or member of staff.

f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent / carer first.

g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

What is Cyber bullying?

• Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
• It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
• It can take place across age groups and target pupils, staff and others.
• It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
• It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyber bullying may be carried out in many ways, including:

• Threatening, intimidating or upsetting text messages;
• Threatening or embarrassing pictures and video clips via mobile phone cameras;
• Silent or abusive phone calls or using the victim’s phone to harass others, to make them think the victim is responsible;
• Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name;
• Menacing or upsetting responses to someone in a chat-room;
• Unpleasant messages sent during instant messaging;
• Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

In some cases this type of bullying can be a criminal offence.

Prevention of Cyber Bullying
Understanding and information
• The Head will act, as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
• The e-Safety Officer will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
• Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
• A Code of Advice (see Appendix 1) will be developed, periodically reviewed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.
• Pupils will be informed about cyber bullying through curricular and pastoral activities.
• Pupils and staff are expected to comply with the school’s Acceptable Computer Use Policy.
• Parents will be provided with information and advice on cyber bullying.

Practices and Procedures
• The responsibilities of the school and of pupils as set out in the Anti-Bullying Policy apply also to this policy.
• Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
• CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
• The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
• The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
• Confidential records will be kept of all cyber bullying incidents.

Responding to cyber bullying
Cyber bullying will generally be dealt with through the schools anti-bullying policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response.
Key differences might be:
• Impact: possibly extensive scale and scope
• Location: the anytime and anywhere nature of cyber bullying
• Anonymity: the person being bullied might not know who the perpetrator is
• Motivation: the perpetrator might not realise that his/her actions are bullying
• Evidence: the subject of the bullying will have evidence of what happened

If you know someone is being bullied
a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.

c) Do not be, or pretend to be, friends with a bully.
As a parent:
a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.

b) Always take an active role in your child’s education. Enquire how their day has gone, who they have spent time with, how lunchtime was spent etc.

c) If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.

d) It is important that you advise your child not to fight back. It can make matters worse!

e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.

f) Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

As A School:
a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.

b) We use a ‘Help Me’ box which is monitored by Y6 prefects who respond to requests for help. If the situation is more serious they will notify a member of staff to resolve the issue. Prefect books will be used to identify pupils who use the ‘Help Me’ box more than twice in a half-term and refer child to a member of staff.

c) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE and Citizenship Curriculum.

d) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.

e) Review the School Policy and its degree of success.

f) The School Staff will continue to have a firm but fair discipline structure. The rules are few, simple and easy to understand.

g) Not use teaching materials or equipment, which give a bad or negative view of any group because of their ethnic origin, sex, etc.

h) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.

i) Encourage pupils to treat everyone with respect.

j) We will treat bullying as a serious offence and take every possible action to ensure every member of our school community is values and respected.

How will the school respond?
Responding to a victims or witness’s report of bullying
What follows are guidelines for adults (i.e. parents, teachers, classroom assistants, dinner ladies and all other non-teaching staff) when a child confides in them that they have been bullied or have witnessed bullying.
1. Tell the child you are glad they have told you.

2. Tell them they have been very brave to tell you.

3. Tell them what happened wasn’t their fault.

4. Show sympathy.

5. Tell them it happens to lots of children – not just them.

6. Be honest – explain who you must tell and why.

7. Do not make promises you cannot keep.

8. Do not ask lots of questions – let the child talk.

9. Do not cast doubt on what they say.

10. Do not ask them why they have never told you before.

11. Stay calm. If you get angry, make sure the child knows you are not angry with them.

12. Never panic. Don’t take action without thinking carefully about what you will do.

13. Never tackle the bully yourself.

14. Report all incidents to the Headteacher or Deputy Headteacher.

(Parents must never go directly to a child who has bullied their child. This would be another form of bullying.)

Dealing with observed incidents of bullying

When an incident occurs it is important to follow set procedures.

1. Remove the victim and the bully from their audience.

2. Do not enter into any discussion with victim or bully in front of other children.

3. Separate the bully and the victim.

4. Talk to the victim – be sympathetic and non-judgemental. Tell them that action will be taken.

5. Make brief notes of important evidence.

6. Talk to the bully, stay calm – let them have their say.

7. Confront them with any evidence. Invite their comments.

8. Tell them the incident will be written down.

9. Tell them their parents will be sent for and told about what has happened.

10. If the behaviour is serious enough inform the headteacher immediately.

11. If the behaviour is repeated, then the incidents procedure will come into effect. (Explain what this will mean to the bully.)
12. Speak to the victim. Explain that you have taken action. Tell them again, how brave they have been to talk about it.

13. Send for the victim’s parents and tell them what has happened.

If it is not possible to deal with an incident immediately, it will always be followed up. Also remember that some children use peers, older brothers or sisters, parents or teachers to do their bullying for them.

**Consequences of confirmed incidents of bullying**
The school deals with all incidents.
Some may be isolated and others persistent.
Depending on the seriousness of the incident, some or all of the following consequences will be used.

1. Counselling and warned.
2. Given removal from the group (in class).
3. Withdrawal of break and lunchtime privileges.
4. Detention.
5. Parents informed.

**Parents expected to co-operate with the school in the following ways:**

- Accepting that their child is at fault and there is a problem.
- Encouraging future good behaviour.
- Co-operating with a report card and sticker system.
- Regular visits to school will be expected in order to monitor the child’s progress.
- Parents will be involved in drawing up a Home / School Agreement to assist in modifying their child’s behaviour. This contract will be discussed on a regular basis.

7. Head and senior staff will carefully monitor all children involved in bullying.

8. If bullying still persists, then the school’s procedures to log all incidents between the parties will be put into operation.

**Serious misbehaviour and its consequences**
In certain cases, it may be necessary to side step the normal system of consequences. Disruptive behaviour, violent or aggressive behaviour, and continued undesirable behaviour will always involve the Headteacher and the parents / carers of the child.
Every effort will be taken to provide a successful behaviour modification plan. This will require the co-operation of parents / carers, staff and Headteacher.
The following procedures, in ascending order of gravity, will be used:

1. A daily report record.
2. A target plan to address specific behaviour problems. These to be reviewed on a weekly basis with all concerned.
3. Involvement of one or more outside agencies such as Nurse, Education welfare Officer, Educational Psychologist or Special Educational Needs Support Service.
4. Temporary exclusion from school for up to 5 schooldays. A return to school will require the acceptance of a contract between the child, the parents / carers and the school. The contract will include set targets of good behaviour and set consequences of any future misbehaviour. It will emphasise that normal rewards will still apply.

5. A meeting of pupil, parents / carers and Headteacher at a Governor’s Disciplinary Committee Hearing.

6. Permanent Exclusion of the pupil.

All efforts will be made by the school to encourage and support good behaviour with positive reinforcement and praise.

*Parents / carers are reminded of their Rights of Appeal against the findings of a Governor’s Disciplinary Hearing and / or against any temporary or permanent exclusion from school.*