



## **Hartlebury Church of England (Voluntary Controlled) Primary School**

### **PREVENTING AND TACKLING BULLYING POLICY SEPTEMBER 2018**

**Ratified by Governing Body on: Wednesday 3<sup>rd</sup> October 2018**

**Next review date: October 2019**

#### **Introduction**

As a Church of England School, this policy has been formulated in consultation with the staff, children, parents and governors. We believe that every member of our school community should feel valued, respected and treated as an individual. Our attitudes and responses to tackling and preventing bullying are based on our Christian values of love, tolerance and forgiveness. We believe that school should be a place where all children feel happy and secure. Central to this aim is the expectation that every child will display high standards of behaviour and treat other people with respect.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, school can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This policy has therefore been produced to help all members of our school community to take action to prevent and respond to bullying as part of their overall behaviour policy.

It outlines, in one place, school's approach to bullying, legal obligations and the powers we have to tackle bullying, and the principles which underpin our effective anti-bullying strategies. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

#### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

There are instances when children abuse other children; this is generally referred to as peer on peer abuse and can take many forms.

#### **Dealing with bullying**

This policy aims to explain how we deal with bullying and poor behaviour so that, when incidents do occur, they are dealt with quickly. We aim to create an environment that prevents bullying from being a serious problem in the first place. School staff, Headteacher

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and Governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

### **Prevention**

Our response to bullying does not start at the point at which a child has been bullied. Our staff proactively gathers information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through collective worship. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

We create an ethos of good behaviour where pupils treat everyone with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates, including travel to and from school.

Our Vision and Values underpin all that we do giving everyone understanding of the value of education and of how our actions affect others, permeate the whole school environment and are reinforced by staff.

We aim to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- implement sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- use specific organisations and resources for help with particular problems.
- provide effective staff training ensuring all staff understand their legal responsibilities regarding bullying, how to resolve problems and where to seek support.
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

### **Support for pupils who are bullied**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means

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being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

We have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, sign-posting or referring to local authority children's services or appropriate NHS services.

### **Tackling the Bullying Behaviour**

We tackle potential bullying behaviours primarily through whole class teaching and discussion. We aim to ensure that children are aware of the impact of bullying. We may also offer individual intervention if a child is perceived to be displaying or have the propensity to develop bullying behaviours.

We will sanction pupils who bully in order to show clearly that their behaviour is wrong, informing parents of our decision. Sanctions will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

All cases of bullying or perceived bullying are recorded in The Peer on Peer abuse Log by the Head Teacher.

We strongly believe that our primary function is to educate not punish and to this end we will work with and support all children if the issue arises.

**Reviewed – September 2018**

**Next Review Date – September 2020**

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