EVERGREEN PRIMARY SCHOOL
ANTI-BULLYING POLICY AND GUIDELINES

Approved by:	Children's Committee	**Date:** 17th March 2020	
Signed by:		(Chair)	
Last reviewed on:	February 2020		
Next review due by:	Spring 2021		

Principles:

The school pays regard to and recognises the 9 protected characteristics as set out in The Equalities Act 2010

age.
disability.
gender reassignment.
marriage and civil partnership.
pregnancy and maternity.
race.
religion or belief.
sex

The school aims for each individual child:

1. To be educated in a happy, safe, healthy and actively stimulating environment.
2. To develop a respect for the needs and rights of others.
3. To grow in self-esteem, self-knowledge, self-discipline and confidence.

We are committed to providing a caring, friendly and safe environment for **all** of our pupils and staff so they can learn/work in a relaxed and secure atmosphere (see Inclusion policy and Equalities policy). Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils/staff will be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. This applies to all pupils and adults within school

Judith Benson with the support of Cath Briggs (LSA) will undertake the role of co-ordinator for anti-bullying.

What Is Bullying?

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition). Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying or online bullying via text messages or the internet), and is often motivated by prejudice against particular groups such as those who fall within the groups of protected characteristics. It might be motivated by actual differences between children/adults, or perceived differences.

It can take many forms, but the three main types are:

• Physical - for example, hitting, kicking, shoving, theft, damaging someone's property

• Verbal - for example, threats, name calling, teasing, insults racist or homophobic remarks;

• Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group, excluding, ignoring, spreading rumours, embarrassing or humiliating people in public, rude gestures such as eye rolling

Cyber-bullying/online bullying is defined as 'the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else' (DfE definition). It is another form of bullying which can happen at all times of the day, with a potentially bigger audience.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

Bullying is a type of behaviour which needs to be defined by the impact on the victim rather than the intention of the perpetrator.

Bullying results in pain and distress to the victim. Bullying can be over a period of time or a one off occurrence.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

<u>**The Child Victim**</u>

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self-harm.

Children are often held back from telling anyone about their experience either by threats, a feeling that nothing can change their situation, that they may be partly to blame for the situation or that they should be able to deal with it themselves.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated. Parents should be provided with information as what they should do if they are worried that their child is being bullied - i.e. where they can obtain advice and support including keeping safe on the internet.

Any child may be bullied, but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on his or her own. Bullying may be fuelled by prejudice - racial, religious, homophobic, and against children with special education needs or disabilities or who are perceived as different in some way. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the potential for this form of bullying to be characterised by inappropriate sexual behaviour and the risk of serious violence (including sexual violence).

Children living away from home are particularly vulnerable to bullying and abuse by their peers.

<u>**The Child Bully**</u>

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

Work with children who bully should recognise that they are likely to have significant needs themselves.

Guidance:

Because bullying is always damaging to those involved, all instances of bullying will be taken seriously. They will be dealt with promptly. Pupils will be listened to and the school will act upon information received on all forms of bullying, e.g. verbal, physical and psychological. (see positive behaviour policy)

The school recognises that in this technological world we need to be aware of cyber bullying (see online safety policy) and how pupils may use the internet and text messaging for this purpose.

The school recognises that some pupils may feel they are being bullied even when there is no intention to cause distress. These perceptions will be taken seriously. We also recognise that some pupils exhibit aggressive behaviour and that not all aggressive behaviour is bullying. All staff will be extra vigilant for pupils with communication difficulties and / or ASD because these pupils are not always aware what actions constitute bullying and may not be able to communicate their concerns effectively (see ASD policy).

Any incidents of bullying should be reported to the Executive Head Teacher, Head of School or Assistant Head Teachers immediately.

Where necessary incident reports should be used to record the inappropriate behaviour

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of coming to school
- requests to be driven to school
- changes their usual routine
- change in their usual behaviour
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Prevention:

Creating an anti-bullying climate that is conducive to equality of opportunity, co-operation and mutual respect for differences can be achieved for example by:

• Low Tolerance of Minor Bullying – dealing with incidents at the earliest sign;
• Never ignoring victims of bullying, always showing an interest/concern;
• Publicly acknowledging the bullied child's distress;
• Organising quality groups/circles, which allow children to work together to identify their own problems, causes and solutions with sensitive facilitators.

Staff may often be in the position of having to deal with the perpetrators as well as the victims of bullying. It should be borne in mind that bullying behaviour may in itself be indicative of previous abuse or exposure to violence.

It is important when addressing bullying behaviour by another child to avoid accusations, threats or any responses that will only lead to the child being uncooperative, and silent.

Each class has a class charter which outlines rights and responsibilities. It is essential that good models of behaviour are set and expected. Rewards are given to pupils demonstrating good behaviour and helping other pupils. A friendship trophy is presented to the 'friendliest' class each Friday. Bullying is discussed in all classes and forms an integral part of our **PSHED Curriculum**. Dimensions is used to support our PSHED curriculum. **Circle Time** is also used to discuss relevant issues. All pupils are encouraged to talk about their feelings/problems with their teacher, support assistants or any other member of staff with whom they feel comfortable in confiding. **Feelings boards / thermometers** are used in most classrooms.

The Nurturing programme is used to underpin our approach to supporting pupils' behaviour and emotional wellbeing.

Children are educated about **Cyber bullying** throughout the year in their own classes as part of the ESafety curriculum. Teachers use a range of resources including the 'Think u know' website. Children watch video clips and think about different situations they may find themselves in. Children are not permitted to use mobile phones in school and are taught about the importance of sending only messages that you would say to someone's face.

Evergreen school support parents to develop their awareness of E Safety. Two members of staff in school have attended intense e safety training and can deliver these sessions to parents and staff. Any incidents of cyber bullying should be reported to the e Safety officer in School (D Scurr) and the Head of School.

Bullying is an issue which is the combined responsibility of all members of the school.

The school takes part in events to highlight anti- bullying issues, e.g. Happier in School Week, anti-bullying week, Friendship days, and friendship club, online safety – Free to be Me days, Educate and Celebrate activities.
The 'Buddy' system has been introduced. Buddies have been trained and help on both playgrounds.

Responsive Measures:
We will investigate fully all reported incidents of bullying, regardless of source. All incidents will be reported to the Executive Head teacher, Head of School or Deputy Head. Victims will be counselled and offered immediate support. We have trained Listeners in school and children can access the Listening matters programme if necessary. All incidents of bullying or alleged bullying will be recorded on the school **prejudice related incident form**. Incident will be discussed with parents of both the bully and the victim. Information about incidents of bullying will be shared with all staff at morning briefing or staff meetings so that they can be vigilant, especially at playtimes and lunchtimes. We will watch for signs of distress or changes in pupil behaviour.

When responding to the bully the focus should be on the bullying behaviour rather than the child and where possible the reasons for the behaviour should be explored and dealt with. A clear explanation of the extent of the upset the bullying has caused should be given and encouragement to see the bullied child's points of view.

A restorative approach and the use of restorative enquiry and subsequent mediation between those involved can provide an opportunity to meet the needs of all concerned. The child who has been bullied has the chance to say how he or she has been affected. The opportunity is provided for the child doing the bullying to understand the impact of his or her actions and to make amends.

Both the child engaged in bullying behaviour and those who are the target of bullying should then be closely monitored. The times, places and circumstances in which the risk of bullying is greatest should be ascertained and action taken to reduce the risk of recurrence.

Whatever plan of action is implemented, it must be reviewed with regular intervals to ascertain whether actions have been successful by consideration whether the target of bullying now feels safe and whether

the bullying behaviour has now ceased. Consideration should also be given to lessons learned in order to constantly review and improve practice.

Where bullying exists in the context of gang behaviour, there should be an institutional, as well as an individual, response to this.
If consequences are required these will be appropriate to the age, ability and understanding of the child.

We will ensure both victims and bullies receive counselling and are listened to. It may also be necessary to listen to other pupils that witnessed the incident. If necessary outside agencies may be involved, e.g. behaviour support service, community nurse, parent support advisers. The school has staff members trained in 'Listening Matters'. Children may be referred to the programme by any member of staff.

This policy should be looked at in conjunction with the School Safeguarding Policy, Positive Behaviour Policy, E Safety / Internet, Inclusion, Equality, Diversity and Cohesion, Equal Opportunities and ASD policies,

Updated February 2020 Judith Benson (Head of School)
Useful Websites
www.thinkuknow.co.uk
www.antibullyingalliance.org.uk
http://www.antibullyingworks.co.uk/
http://www.anti-bullyingalliance.org.uk/send-resources/autismaspergers/aba-guidance-for-professionals-on-autism-bullying/