



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Anti-Bullying Policy

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"Whoever says he is in the light and hates his brother is still in darkness."

John Chapter 2 Verse 9



Anti-Bullying Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We have a range of measures in place to encourage positive behaviour and prevent all forms of bullying amongst pupils. These measures form part of the school's Behaviour Principles and Exclusions Policy (hereafter known as Behaviour Policy). We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of bullying and follow our procedures to ensure that children receive effective support, protection and justice.

Act Justly, Love Mercy, Walk Humbly with your God

Eltham Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Anti - Bullying Policy

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

We know that bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and internet social networking websites or apps (commonly known as cyber bullying). It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will investigate all incidents of alleged bullying promptly.

The school aims to promote positive behaviour in pupils, which shows care and consideration for others and respect for the environment as well as promoting our mission for the children to become contributive and responsive members of society. We strive to provide a secure and stimulating setting in which they can feel comfortable and ready to learn.

Defining bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

There are four main types of bullying, they are:

- Physical (hitting, kicking, damaging belongings)
- Verbal (name calling, personal, racist or homophobic remarks)
- Indirect (spreading rumours, excluding someone from a social group)
- Cyber (sending nasty texts, images, e-mails, phone calls)

The nature of bullying

There are many definitions of bullying, but it is generally accepted to be:

- **Deliberately hurtful (including aggression)**
- **Repeated, often over a period of time**
- **Difficult for victims to defend themselves against (there may be a power imbalance between victim and perpetrator)**

We appreciate that children who are bullied often feel frightened, angry and perplexed. These are natural emotions and parents will often become distressed themselves if they feel that their children are being bullied. Bullying and its distressing effects can only be dealt with if responsible adults are made aware of what is happening. Pupils must be encouraged to report bullying. This policy is designed to ensure that as a school we are alert to the signs of bullying and act promptly and firmly against it.

Prejudiced Behaviour (including racist or homophobic bullying)

Bullying 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. It is important that any such behaviours are tackled immediately and by all staff. Prejudice-related incidents are treated very seriously. We will investigate, record and report all incidents, including those that are reported to be unintentional; the incident should be logged in the class behaviour log. Any incidents of this nature should also be reported to a member of SLT who will ensure that the headteacher and governing body are informed. All incidents of prejudice must be challenged and responded to in line with the school's Behaviour Policy. Our response will always aim to educate so that everyone understands the potential harm of such behaviour. The SLT member or if appropriate class teacher/phase leader involved with investigating the incident must ensure that parents/carers are informed.

The principles under-pinning this policy are:

- Eltham Church of England Primary School is committed to inclusion, equality and justice
- All people should be treated fairly and with respect and dignity
- All members of the community have a responsibility to take reasonable care for the health and safety of others at work
- All forms of bullying behaviour are unacceptable and the school operates a zero tolerance approach
- Where bullying is challenged effectively people feel safe and happy.

The aims of this policy are to ensure that:

- All members of the school's community feel safe to learn, play, work and enjoy the company of others
- All members of the school community are listened to and have their concerns taken seriously
- Effective steps are in place to prevent physical, verbal, indirect and cyber bullying
- There is a consistent approach to responding to and with dealing bullying swiftly

Current practice ensures that through the curriculum and times of Collective Worship:

- Bullying and friendship issues are addressed

- Opportunities are provided through collective worship and relationships and health education (RHE) to explore feelings and view bullying from both sides, hear what other people feel and experience

- Encourage pupils to seek support from adults in school
- Help pupils to be patient and reflective
- Help pupils develop positive strategies and assertiveness

All staff must be vigilant at break and lunch times when supervising pupils and play is observed and monitored to ensure pupils' safety.

We believe that we will be successful for staff when:

- The curriculum is effectively delivered
- The consequences of bullying are fully understood by all staff and responses are swift and positive
- Effective staff training is provided
- They feel confident in asking for advice and support with bullying issues
- Teachers feel confident to use a 'Restorative Approach' as an effective way of resolving conflict (see Behaviour Policy)
- All incidents are recorded appropriately in the class incident logs
- These books are monitored by the behaviour lead and any recurring incidents swiftly dealt with.
- Incident books are monitored at least termly and fed back to SLT to ensure all leadership members are aware of content.

We believe that we will be successful for children when they:

- Feel confident to talk to an adult about any concerns
- Are able to support each other positively within friendship groups
- Are able to demonstrate their disapproval of bullying
- Are able to show understanding and support to children who may have been bullied
- Are thoughtful and careful about teasing and using personal remarks
- Don't stand by and watch, but get an adult straight away
- Understand that nobody 'deserves to be bullied' and each individual owns their own behaviour

We believe that we will be successful for parents when they:

- Feel confident about engaging with the school
- Understand the school's approach to dealing with bullying
- Are satisfied that the school is doing everything it can to deal with and limit bullying

What should a parent do if they believe their child is being bullied

If a parent suspects that their child is being bullied they should contact the school immediately. Initially they should speak to their child's class teacher. If a parent has very serious or urgent concerns they should contact the school office for an appointment to meet with their child's class teacher alongside the phase leader in the first instance.

Parents should:

- Listen to your child openly and calmly showing empathy.
- Try to react proportionally.
- Tell your child that bullying does exist and it's not their fault.
- Not try to deal with school related incidents without contacting the school first.
- Not tell siblings or friends to deal with the problem.
- Not approach a child, even if you feel that your child is being bullied; this may cause you to be accused of intimidation or bullying yourself.

If a parent is unhappy with the outcome of an investigation, they should follow the school's complaints procedures which are available from the office and on the school website

All cases of bullying are taken seriously and will be investigated immediately.

What does the school do to try and eliminate bullying?

The school takes bullying very seriously and thoroughly investigates all reported incidents. We continually promote our expectation of high standards of behaviour by:

- following robust 'Anti-Bullying' and 'Behaviour' policies with consistency
- being good role models and never using bullying methods of teaching
- using 'Restorative Approaches' to manage conversations between parties where disputes have occurred
 - giving children the opportunity and ensuring that they feel confident to talk about any perceived incidents of bullying, aggressive behaviour or ostracism to school adults
 - promoting appropriate behaviour including 'active good behaviour' and showing disapproval of unacceptable behaviour
 - teaching pupils how to talk through their disputes, rather than using aggression or bullying
- teaching children about bullying, why it is pernicious and where children can get help
- supporting people who do bully to change their behaviour patterns
- positive teaching - providing opportunities within the curriculum to teach an anti-bullying message and discuss issues e.g. using improvisation and drama to explore the issue (RHE curriculum, circle time, collective worship etc.)
 - using collective worship to promote and foster a positive school ethos alongside the school's values
 - celebrating difference and teaching that any prejudice-based language is unacceptable
 - helping people to build positive self- images
 - regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for technology

How do we support the victims of bullying?

Initially we feel it is important to listen carefully to, and believe, the recipient's perception of what has happened to reassure them that they have acted correctly by telling an adult. The recipient will be asked to explain fully what has happened and asked questions in a non-judgemental way so they are not made to feel that they are responsible for the

behaviour, or that their complaint is trivial or time wasting. The accused perpetrator of the bullying will be questioned and listened to along with any reliable witnesses. Having listened to both accounts, if it is felt that further action is necessary the parents of both children will be contacted.

Children who have been the victim of bullying can expect support in the following ways:

- by letting them know that the school will support them emotionally
- by reassuring them that the behaviour will be dealt with and will cease
- by providing children with a 'safe haven' if needed during break times where they can feel secure and comfortable
- by making referral to appropriate external agencies if applicable

How does the school deal with perpetrators of bullying?

We believe that education and awareness raising is the most effective way of dealing with children who have learned bullying. Our aim is for the perpetrator to understand how their behaviour has affected the victim. The parents of children who have been accused of bullying will be contacted straight away and made fully aware of the allegations. Perpetrators of bullying will have to account for their actions and a 'Restorative Approach' will be used to try to resolve any conflict and repair relationships. The school may impose sanctions as set out in the Behaviour Policy.