



ANTI-BULLYING POLICY

September 2017

Eureka Primary School

	Date	Minute No.	Review date
Approved by Governors	26/09/2017	13/09.17	_____
Reviewed by Governors	_____	_____	_____
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Anti-Bullying Policy

Rationale

At Eureka Primary School we believe that every child and adult in the school should be able to work and learn in a bully-free environment. No one should have to experience bullying of any kind and it is in our care and education to ensure it is not tolerated – we should all feel confident when coming to school that we can spend the day in a friendly place where we all work together to help one another. If bullying does occur (please see definition below), children and adults should feel confident to report the behaviour, enabling the system to be put into place to prevent it from happening again.

Our school is a happy place where we endeavour to ensure we all feel safe, valued and confident to be ourselves; showing kindness, respect, empathy and tolerance towards one another, with equality and diversity at the heart of our community.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. It can be emotional and / or physical, such as: attacking someone verbally or physically, racial taunting, be of a sexual nature, homophobic, spreading rumours, making threats or excluding someone from a group on purpose. The behaviour is repeated, or has the potential to be repeated, over time.

Emotional: being unfriendly, excluding, tormenting

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: focussing on the issue of sexuality

Verbal name-calling: sarcasm, spreading rumours, teasing

Online bullying: any of the above through text messaging, emailing or social media

Signs of Bullying

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that adults watch out for the following indicators in the behaviour of victims of bullying. The victim might be:

- frightened or unwilling to come to school
- absent from school more than usual
- withdrawn and anxious
- starting to stammer
- running away from school
- crying at night or having nightmares
- performing less well at school
- coming home with damaged belongings or has possessions going missing
- asking for money or stealing money
- losing money on a regular basis

- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause.

Our School Culture

It is important that we set a good example as adults in and around the school. The way we work with one another and our own productive and supportive relationships will provide a model for our children. In the adult / child relationship we understand the importance in how we address children, the language and tone that we use and the response that we expect.

Mutual respect is an expectation around the school, where care and consideration is expressed for others, building a culture in which bullying can be acknowledged and dealt with.

Consultation and Schools Council

The School Parliament provides an opportunity for children to raise the issue of bullying generally.

Children and parents are consulted annually about their school experiences, how well they learn and any concerns they may have. This may take the form of:

- A written questionnaire.
- Opportunities during parent consultations.
- Informal and formal discussions between adults and children.

Procedures for Addressing Bullying

All accusations of bullying will be taken seriously. There are a variety of reasons why children and adults bully one another. Time will be spent not only with the victim but also considering the reasons why someone becomes a bully. There are ideal times during the school week when issues related to bullying and children can be discussed in class:

Circle Time is the perfect opportunity for class discussion on issues relating to bullying and why people bully and are bullied.

Our **PSHE** curriculum includes discussions and learning about bullying as part of our rolling programme identified in schemes of work.

Assemblies address issues of bullying, how it won't be tolerated; who to talk to and ways in which the children can be tolerant towards one another. These will be either specific assemblies or through our on-going promotion of British Values.

Procedures for dealing with Reported Incidents

The school behaviour policy should be followed in cases of reported incidents. This includes:

- The class teacher deals with reports in the first instance.
- If the behaviour continues, the Headteacher or member of the Senior Leadership Team will deal with the reports.
 1. Incident written on the Reflection Record Sheet and parents of both children informed.
 2. If a second incident occurs then the parents are invited into school to meet with the Headteacher / Senior Leadership Team member to discuss strategies for modifying behaviour.
 3. Review of effectiveness of strategies with parents and school.

Opportunity will be given for both the victim and the bully to express their versions and time will be taken to find out what instigates the behaviour.

Parents of both the victim and the bully can be informed at any stage in addition to the formal stage recorded above. Positive Play staff may be involved at any stage in spending time with the bully and the victim to work at the issues that have developed between them. At all times it will be stressed that bullying is not acceptable and that action will always be taken.

In addition we request that class teachers:

- Develop children's social skills generally within the class.
- Teach and encourage confidence-building and assertiveness.
- Involve children in helping to solve problems and address topical issues.
- Reward children who help prevent bullying.
- Emphasise that it is the bullying behaviour we dislike and don't tolerate and not the child.
- Find constructive ways to help children who are bullying to change their behaviour.

Parental Involvement

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come to school with their concerns and speak to either the class teacher or a senior member of staff.

Actions will be agreed at this meeting and parents will be given feedback as to the outcome. They should also be encouraged to make further contact if the issue does not appear to have been addressed or the behaviour is being repeated.

We always prefer that difficulties in relationships between children in school are resolved in school and would discourage parents from intervening themselves. We welcome parents to come into school for a discussion with the teacher and / or a member of the Senior Leadership Team.

Special Needs

Children with specific special needs may be particularly vulnerable to bullying activities. Adults will be vigilant and act upon any changes in their behaviour and will provide regular opportunities for them to discuss any worries they might have. Again, circle time discussions can provide opportunity for children to share the responsibility of looking after one another.

In some instances, the case history of a child may result in them exhibiting tendencies towards bullying behaviour. Where this is the case, support will be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced significant bullying at home, this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

Equal Opportunities

It should be noted that there is no 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that adults keep an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

This policy must be read in conjunction with the school's following policies:

Child Protection & Safeguarding Policy, Behaviour Policy, Internet Safety Policy, Equal Opportunities Policy