



**'Learn to love and love to learn; in God's love each one will shine.'**

**St. Andrew's Church of England (VC) Primary School**  
**Anti-bullying Policy**

**Rationale:**

At St. Andrew's Primary School it is our vision for every child in our school to have

- \* positive self-esteem through inner confidence and strength
- \* creativity of thought within a life-long passion for learning
- \* excellence, high personal achievement and the experience of success
- \* a set of values by which to live
- \* an enjoyment of childhood

.... developed within a caring Christian environment.

At St. Andrew's Primary School it is our aim for every child to become an independent learner, who takes pleasure in the pursuit of knowledge and to offer a school life that incorporates the values of the Christian faith.

We believe that in order to fulfil their potential, whether academic, social, physical, moral or spiritual, children have to feel safe. We follow a programme of Values Education. Through this the children are helped to understand, access and live by Christian Values including love, kindness, consideration, cooperation, friendship, tolerance and forgiveness. We aim to help the children to develop their self-confidence through an ability to manage themselves and to interact with others in a variety of situations. Within this environment bullying is not only totally unacceptable, but will not thrive.

**Definition:**

Bullying is the wilful, conscious desire to hurt or threaten or indeed frighten someone else. All bullying is aggression, either physical, verbal or psychological. Any behaviour which is illegitimate use of power is bullying.

We will work to ensure that the term 'bullying' is used correctly and only applied to describe incidents that fit this definition

**Aims:**

We aim to:

- prevent bullying from occurring
- deal effectively with bullying when it occurs
- raise awareness through the curriculum
- teach appropriate language to enable children to talk about their feelings
- outline procedures for investigating incidents, listening to victims and helping the bully to change his/her attitude.

**Bullying behaviours:**

May include the following hurtful behaviours:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing

- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

Schools should also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

This policy covers all forms of bullying, including bullying related to ethnicity, gender, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities and cyber bullying.

### **Response to Bullying**

We need to:

- Remain calm and in charge; take the report seriously.
- Take action as quickly as possible.
- Reassure the victim; don't allow him/her to feel inadequate.
- Offer help, advice and support.
- React calmly to the bully; the aim is to help the bully to feel concern for the victim. (i.e. no blame approach)
- Disapprove of the bullying incident but not of the bully
- Encourage the bully to see the victim's point of view.
- Devise a constructive plan of action for both victim and bully
- Inform/seek advice from the Headteacher/Deputy Headteacher
- Inform colleagues if necessary.
- Inform and work with parents as necessary
- Make sure that the incident is not constantly referred to, so that the children concerned can "move on".
- Record using the school's 'Racial Harassment and Bullying' form. Monitor incidents and respond proactively.

### **Response by children:**

- To recognise that bullying has to stop for the sake of all concerned – including the bully
- to tell a trusted adult or friend – e.g. playground mediator, teacher or parent and not be frightened of possible consequences of 'telling'
- not take responsibility for inappropriate peer pressure
- not feel guilt about being unable to 'stick up' for yourself or to feel that it is your fault.
- not to feel that if they don't act it will eventually stop and go away
- not to accept that it is part of school life and put up with it

### **Response by bystanders:**

- we ensure that children recognise their responsibilities as by-standers and equip them with strategies by which to act appropriately. These messages are delivered through many approaches e.g. through assemblies, PSHE lessons, mediator training, visiting theatre companies, Crucial Crew training (by police for Year 6) etc.

### **We adopt a positive, pro-active approach**

- Through our whole school ethos – underpinned and supported by our programmes of Values Education and PSHE, we work with our children in a consistently positive manner. We expect and achieve good behaviour, using praise and a recognition of supportive attitudes wherever possible.

- We are actively developing a whole school programme of Protective Behaviours, through which to empower children of all ages to resist and counter any behaviour that makes them uncomfortable in any way.
- We train children in the upper juniors to be Young Leaders following the Hertfordshire County Council schemes.
- We use praise and encouragement with individuals, groups and classes to foster personal self-esteem and a positive sense of group identity.
- We apply appropriate rewards and sanctions in line with our Behaviour Policy.
- We maintain a strong ethos of mutual support throughout the school community and always treat each other with respect.
- Annually we agree a whole school Code of Conduct with the children and refer to it frequently.
- We are actively interested in **all** children and are fair and consistent in our approach towards them.
- We give all the children a range of opportunities to work together in a variety of groups and settings.
- We discuss behaviour with children, especially with reference to our 'Values', code of behaviour, and before a difficult situation occurs.
- We greatly value and work hard to maintain and improve a strong communication network throughout our school community – both within school and with parents/carers.
- We annually invite professionals to deliver the anti-bullying message through presentations (spoken, dramatic or magical) and/or workshops.
- We are always pro-active in seeking and acting upon advice and training from professionals in supporting and related fields as appropriate.

**Anti-bullying in the Foundation Stage:**

In line with that in the main school, behaviour and therefore any potential bullying behaviour, in the Foundation Stage is managed in an age-appropriate manner. Please see **Appendix: Behaviour in the Foundation Stage** of the school Behaviour Policy.

**ALL CHILDREN STAFF AND PARENTS ARE TO BE ENCOURAGED TO REPORT ANY INCIDENCE OF BULLYING.**

Bullying is **not tolerated** in our school.

**Policy 'overseen and approved' by:** Governors' Curriculum and Ethos Committee

**Policy written:** Autumn 2007

**Reviewed:** Autumn 2010

**Review:** Autumn 2012

**Reviewed:** Autumn 2012

**Review:** Autumn 2014

**Reviewed:** Autumn 2015

**Review:** Autumn 2017

**Reviewed:** Spring 2018 (awaiting ratification by Governors)

## **Appendix:**

### **Talking to someone who has been bullied**

- Begin with general conversation and be prepared for the pupil to express guilt, shame, anger, fear and other emotions and encourage them to explore their feelings.
- Talk slowly and don't insist on information. Demonstrate concern that the pupil has had some difficulties and express belief that you can help.
- Be aware of any hints, red herrings.
- Give assurance that it is an important matter.
- Try and find out information in ways other than by direct questioning.
- Show your trust, remain empathic and confirm continued support.
- Help the pupil to formulate his or her own views, but do not lead.
- Help the pupil to plan a response that is positive and realistic and bring each meeting to an end optimistically and thank the pupil for co-operating.

### **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 walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence – is isolated and seeks adult company
- 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
- Comes home starving (money/lunch has been stolen)
- 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 or is nervous when receiving a message

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