

SANDHURST PRIMARY SCHOOL
Anti-Bullying Policy November 2020

Policy statement

Sandhurst Primary School will not tolerate any form of bullying.

The school has a primary responsibility to promote a culture which supports and listens to individuals, and responds promptly in investigating any incident of bullying.

We believe that everyone has a part to play in stopping bullying. We believe it is crucial that staff parents and children work together in partnership to create a climate of trust in which any form of bullying is identified and dealt with fairly, promptly and sensitively for the good of all.

This policy should be read in conjunction with the school's policies for Behaviour and Single Equalities.

What is bullying? (Taken from Gov.uk)

There is no legal definition of bullying, but is usually defined as:

Behaviour that is repeated, and is intended to hurt someone either physically or emotionally.

Bullying covers a wide range of hurtful behaviour eg:

- **Physical**, e.g. pinching, biting, kicking and other forms of violence or threats;
- **Verbal**, e.g. name-calling and teasing, continual swearing, spreading rumours, issuing threats;
- **Emotional**, e.g. extremes of ignoring or pestering and following someone;
- **Sexual**, such as inappropriate touching or abusive comments;
- **Cyberbullying** - bullying via mobile phone or online

What are the characteristics of a bully?

- Bullying can be by one or more children who like or need to feel they have the upper hand.
- They usually appear to be in a stronger or better position than the bullied child who feels unable to assert themselves or retaliate.

Bullying can be directed at those that share **protected characteristics**:

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|----------------------|--------------------------|------------------------------|
| • Race | • Sexual orientation | • Marriage/civil partnership |
| • Sex | • Pregnancy or maternity | • Disability |
| • Age | • Gender reassignment | |
| • Religion or belief | | |

Under the **Public Sector Equalities Duty (PSED)** we are particularly watchful for signs of bullying directed at individuals in these groups; staff are obliged to formally report any instances of such behaviour, whether persistent or a singular event.

The information is regularly reported to the local authority and to governors.

General situations where bullying can occur

- At school, especially in the playground;
- On the way to and from school;
- In and around children's homes – particularly cyber-bullying

The effects of bullying

- Bullying is painful, distressing and frightening and can result in long-lasting psychological damage.
- Victims may feel isolated, let down and unprotected.
- School work and family and social life can be affected.

Signs of bullying

- The child may experience changes of mood and behaviour and/or their work may deteriorate.
- They may not want to come to school.

School strategies for preventing bullying

- Adults use positive descriptive praise with children who show kindness to others.
- Assemblies and circle times promote positive behaviour and help develop empathy.
- Displays in classes and around the school reinforce school values that underpin equal opportunities and promote mutual respect.
- The curriculum is used to develop emotional literacy, imagination and empathy, especially in Literacy, PSHE, SMSC activities and Religious Education.
- Children are taught how to assert themselves and know what to do in difficult situations.
- Adults and children are encouraged to look for signs of distress or loneliness in others.
- Children are supervised in the playground and near toilets/first aid post, at play and lunchtimes.
- Children new to the school are befriended by class or School Council buddies.
- The school has a culture of listening to children's versions of events and sharing information with parents and other staff.
- Incidents are logged to help identify any patterns – people, places, groups.
- Both victim and bully are supported by school staff, parents and, occasionally, outside agencies.

When an incident of bullying is reported

- Staff talk with all the children concerned to try to establish the facts.
- Parents/carers are encouraged to discuss any concerns.
- Support is arranged for both victim and bullying child.
- Serious incidents of bullying are monitored by senior staff.
- Child Protection Procedures may be used to address the needs of a child showing signs of physical, emotional or sexual abuse encountered outside school.

Strategies for helping a bullied child cope

- Building confidence through encouraging a wide friendship group and praising achievements in school and at home.
- Giving the child strategies for demonstrating assertiveness and independence.
- Encouraging the child to talk about their feelings.
- Giving the child a named adult to whom they can talk if they are anxious.

Strategies to help the bullying child

- Working closely with parents to understand why a child is bullying others.
- Listening to the child – s/he may be a victim of bullying by others, be troubled at home, find school work difficult or be miserable about her or himself.
- Encouraging the child to talk about his or her feelings.
- Clarifying what a child must do if they feel angry or unhappy.
- Bringing all parties together, using the principles of Restorative Justice, to discuss the impact of the bullying, and ways to make amends and move forward.

Monitoring and evaluation

- Record of incidents and injuries in Accident Book.
- Record of incidents deemed racist or directed at those sharing other protected characteristics.
- Discussions with children in School Council, Assemblies and Circle Times.
- School surveys, comments and complaints from parents.

To be reviewed November 2023