
SAINT NICHOLAS SCHOOL

ANTI-BULLYING POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed December 2017

Review Date December 2019

Related policies:

Safeguarding and Child Protection, Behaviour, Rewards and Sanctions, Exclusions, E-Safety, PSHEE.

1. INTRODUCTION

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to inform a member of staff and be confident that incidents will be dealt with promptly and effectively. The school takes seriously its responsibilities to protect children from all forms of bullying, including cyber-bullying, whether this occurs inside or outside school.

Everyone should be aware that bullying can cause psychological damage and even lead to suicide if it is allowed to continue.

2. AIMS

The aim of the school's anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

At Saint Nicholas, we aim to foster a culture of consideration and respect for others in which bullying behaviour whether physical or emotional, is clearly deemed unacceptable and not tolerated.

3. DEFINITION

Bullying can be defined as a behaviour, repeated over time which intended to cause harm to another person or group either physically or emotionally. It may be motivated by prejudice against a particular group, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because a person is adopted or a carer. Bullying may occur directly or through cyber-technology (social media, mobile phones, messaging, images and emails)

The mains types of bullying are:

- Physical – pushing; hitting; kicking; punching or other violent acts.
- Emotional – being unfriendly; ignoring or excluding someone; teasing; abusive remarks / threatening gestures.
- Racial – racial taunts, graffiti, slogans or gestures.
- Religious – ridiculing people or making abusive comments because of their religion or faith.
- Cultural – discriminating against individuals on the basis of cultural differences.
- Sexual – unwanted physical contact, abusive comments relating to a person's sexuality.
- Homophobic – bullying motivated by a prejudice against lesbian, gay, bi-sexual or transgender (LGBT) people.
- Disability and SEN – excluding someone from activities because of their disability or Special Educational Need, making unkind comments or calling someone names related to their disability.
- Cyber – using any electronic media such as e-mail, text messages, social networking sites or voice mail to send messages intended to make the recipient feel threatened or uncomfortable.

3.1 Indications of bullying

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:

- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- self-harm
- 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 or bullies)
- continually loses monies
- 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.

4. RESPONSIBILITIES

4.1 School

In order to limit the effects of bullying behaviour, the school will:

- ensure that staff are fully informed of the school's policy and periodic training is undertaken to increase staff awareness;
- provide the opportunity for general and specific concerns about bullying to be raised at regular staff meetings and professional development days;
- raise the awareness of the nature of bullying through inclusion in PSHEE, form tutorial time, assemblies and subject areas, as appropriate;
- encourage a school culture against bullying behaviour;
- help those who show bullying behaviour to understand its unacceptability;
- reduce the likelihood of bullying incidents by ensuring careful monitoring of high risk areas by staff.
- **ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The DSL will inform the Headmaster and external agencies such as Essex Safeguarding Childrens Board or the Police as appropriate. (See Safeguarding and Child Protection Policy)**

4.2 Staff

When dealing with reports of bullying staff will:

- take any report of bullying seriously, make it clear to the bully that his or her behaviour, which has caused distress to the victim, is unacceptable and must stop immediately;
- where staff believe that there is a concern with bullying these concerns must be passed on to the Head of Section and logged in the bullying log. This log will be used to identify any patterns of bullying;
- if tasked with investigating the incident, where appropriate interviewing the bully and victim separately. Where possible interview other witnesses to the incident;
- encourage assertive, rather than aggressive, responses from pupils towards bullying behaviour;
- in the case of Cyber-bullying review the available evidence if appropriate but be aware always of possible safeguarding issues. In case of doubt, eg. inappropriate images or sexting, refer immediately to the Designated Safeguarding Lead. (See Safeguarding and Child Protection Policy)
- **ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The DSL will inform the Headmaster and external agencies such as Essex Safeguarding Childrens Board or the Police as appropriate. (See Safeguarding and Child Protection Policy)**

4.3 Pupils

Pupils are encouraged to:

- talk to an adult if they feel they are the victim of bullying.
- learn when their own behaviour can be hurtful to others.
- understand that being a 'bystander' or witness to bullying behaviour without intervening or reporting it to an adult is not acceptable.

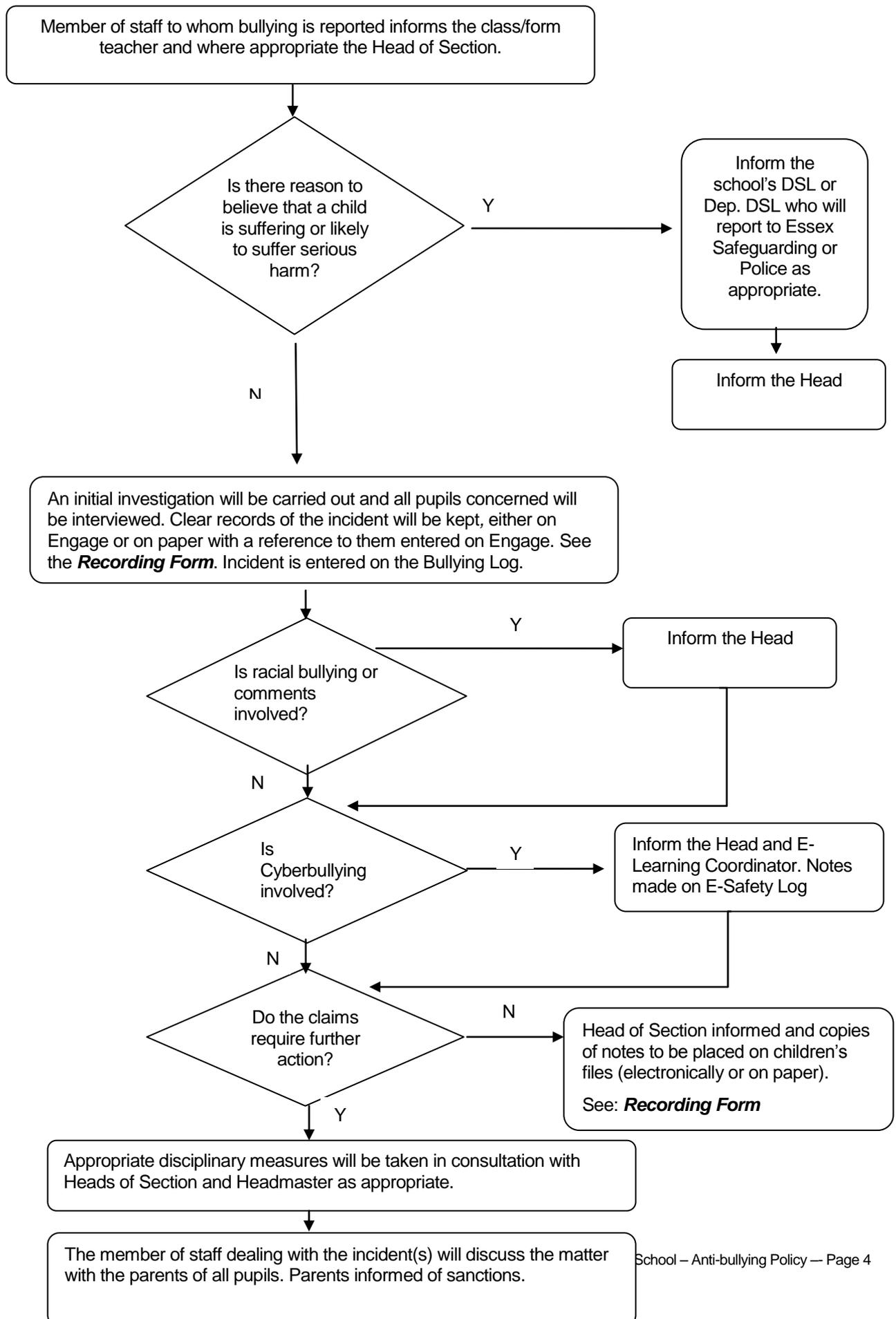
4.4 Parents

Parents are encouraged to:

- notify the form/class teacher as soon as they have any concerns in regard to bullying;
- be aware that teasing and arguments between children are not uncommon and it is important for all children to develop some resilience and personal strategies to deal with inter-personal disagreements which, while may be challenging, fall short of bullying;
- encourage their child not to retaliate physically or verbally;
- be aware that bullying sometimes takes place outside school. This can include bullying via electronic communication, such as mobile phones, instant messaging services (eg MSN) and chat rooms.

5. PROCEDURES

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.



5.1 Supporting victims of bullying

Pupils who have been victims of bullying will be supported by:

- offering an immediate opportunity to discuss the experience with the Form Teacher or member of staff of their choice.
- by continued support by Form / Class teacher;
- by opening a supervised dialogue with the 'bully', if agreed by both parties and where appropriate.
- restoring self-esteem and confidence.
- developing an understanding that bullying is a symptom of low self-esteem on the part of the bully or bullies rather than the person being bullied.

5.2 Working with bullying behaviour

Pupils who have shown bullying behaviour will be helped by:

- being given the opportunity to discuss what happened:
- opening a supervised dialogue with the 'victim of bullying', if agreed by both parties and where appropriate;
- establishing the wrong doing and their need to change their behaviour;
- informing parents or guardians to help support a change of behaviour;
- being monitoring closely by a member of staff.

6. SANCTIONS

The following sanctions may apply dependent on the age of pupils involved and the severity of the incident(s).

- detention, either at lunch time or after school or loss of playtime for younger pupils.
- exclusion from certain areas of the school.
- placing the child on report.
- internal exclusion from lessons
- fixed-term exclusion from school.
- permanent exclusion from school.