



Great Waldingfield

Church of England
Primary School

Policy on Anti-Bullying

(Version 4)

Date – Summer 2024

Review date – Summer 2025

Policy on Anti-Bullying

Version	Date	Amendment/Addition
Two	29.06.20	page 6; paragraph 10 Links with other policies. List of linking policies added.
Three	10.07.23	page 4; paragraph 3 school's precise definition of
Three	10.07.23	page 8; Appendix 1 added
Four	17.05.24	No changes

Policy on Anti-Bullying

GREAT WALDINGFIELD CEVC PRIMARY SCHOOL

Values and Beliefs

‘Forgive us our sins, as we forgive those who sin against us’.

This policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and respectful environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

In line with this statement:

- All bullying, of any sort, is therefore unacceptable.
- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils’ feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

1. Aims of this policy

- To provide a safe, caring environment, free from any threat or fear, for the whole school community, especially the children in our care.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents’ concerns and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the headteacher.
- A separate list of any racist incidents will be kept.
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.

2. Help for victims and bullies

The whole purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters it must always be held in mind that our key aim in all strategies

is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

3. What Is Bullying

Bullying is any deliberate hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying is unacceptable and results in worry, fear, pain and distress to the victim/s.

In short our definition of bullying is: **“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”**

Bullying can be:

- Emotional, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone’s things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/ or focussing on the issue of sexuality
- Online/cyber setting up ‘hate websites’, sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

4. Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

5. Where does bullying take place?

It can happen anywhere - in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

6. Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This may be achieved in various ways including:

- The size of the individual
- The physical, mental and emotional strength of the individual
- The numbers or group size involved

- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

7. Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/in the taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- 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 underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

8. Prevention

At Great Waldingfield we use a variety of methods to support children in preventing and understanding the consequences of bullying through continued focus, especially in PSHE, the SMSC Curriculum, our school Vision and Daily Worship.

The Christian ethos at Great Waldingfield means that all staff actively encourage children to have respect for themselves, each other and for other people's property.

Our school rules:

Be ready

Be respectful

Be safe

- Good and kind/polite behaviour is regularly acknowledged and rewarded.

Policy on Anti-Bullying

- Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.
- Staff will reinforce expectations of behaviour as a regular theme in line with our vision and high expectations of good learning behaviour
- Staff to follow the equality policy; supporting every child in our school.
- Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or Daily Worship
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council representative
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

9. Response to bullying

- All known/reported incidences of bullying will be investigated by a senior member of staff.
- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to help the victim(s).
- Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.
- The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding)
- Parents of the perpetrator(s) will be informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Policy on Behaviour).
- The parents of the victim(s) will be informed.
- Wherever possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter

their behaviour choices), support from behaviour outreach, Educational Psychology Service, school nurse or counselling will be considered.

- During and after the incident(s) have been investigated and dealt with, each case will be recorded on CPOMS and monitored to ensure repeated bullying does not take place.
- The Safeguarding Governors will be informed of any incidents recorded on CPOMS along with incidents, sanctions and reconciliation

10. Links with other policies

This policy links to the following policies and procedures:

- Policy on Child protection and Safeguarding
- Code of Conduct for all Staff
- Policy on Behaviour for Learning
- Policy on Health and Safety and welfare
- Policy on Online Safety
- Policy on Whistle Blowing
- Single Equality Scheme

Appendix 1

Responding to Bullying

