



St. Luke's CE Primary School

Policy Name	Anti- Bullying Policy
Governors responsible for review	TBC
Date Approved By Committee	TBC
Amended to include updates	February 2024
Review Cycle	Annually – Spring 1
Statutory/Recommended/Optional	Statutory

(To be read in conjunction with our Behaviour Policy)

Mission Statement

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Aim

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be

Our Values

We have 5 values at St. Luke's; Faith, Wisdom, Aspiration, Community and Compassion. Our values reflect how we should behave and treat other people, at all times.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at St. Luke's is considered to be, "unacceptable behaviour which occurs '**lots of times, on purpose**'." Bullying can be short term or continuous over long periods of time.

Forms of Bullying

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical pushing, kicking, biting, hitting, punching or any use of violence
Racial racial taunts, graffiti, gestures due to difference in skin colour, religion, ethnicity
Sexual unwanted physical contact or sexually abusive comments

Homophobic because of, or focussing on the issue of sexuality
Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing
Cyber bullying All areas of internet ,such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles,

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place 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.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The 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

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms For Parents and Staff

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:

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- is frightened of walking to or from school
- 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
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- continually feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (lunch has been taken)
- 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 and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. (See Behaviour Policy)

SUPPORT STRATEGIES

School will support **all** pupils involved in bullying incidents using one or more of the following:

- mediation by peers
- mediation by adults
- circle time activities
- one to one counselling
- support groups
- friendship groups
- pupil councils

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- outside agencies
- liaison with parents/carers

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, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

DEALING WITH SERIOUS INCIDENTS OF BULLYING

If the preventative measures and support strategies appear to have little or no impact, bullying may be dealt with using one or more of the following:

- loss of break and lunch times
- home/school report book
- banned from taking part in school trips or sports events where these are not essential parts of the curriculum
- removal from the group/class (Internal Suspension)
- be suspended for a fixed period of time

RECORDING INCIDENTS

All incidents of bullying and the following discussions will be recorded along with any responses made by the school, pupils or parents/carers. These will be recorded on the CPOMS system (Child Protection Online Management System)

Parents and carers will be informed of incidents of bullying and involved in discussions.

Dealing with bullying needs to be shared responsibility between all parties – pupils, parents and school. Bullying cannot be dealt with by yet more bullying by one of the parties concerned.