

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Anti-Bullying Policy



Policy date	Autumn 2025
Review date	Annually

Rationale/Philosophy:

Our policy on Bullying is part of the school's policy on Positive Behaviour which is a dynamic, continually evolving area of our work. The principles of the whole PD policy apply to our Anti-Bullying policy.

For the Child

1. Good self-esteem
2. Shares joys and problems with others - peers and adults alike.
3. Feels safe and secure (in all areas of the school)
4. Consent - to know that to say **No** is O.K. when uncomfortable or unhappy about the behaviour or suggestions of others
5. Recognises inappropriate behaviour from others
6. Knows what to do if they feel anxious or bullied.

Our aim is to enable the child to transfer the skills learned in school to situations beyond school such that they are able to keep themselves safe for life.

Within our school we define Bullying as follows:

"Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else".

Action Against Bullying - S.C.R.E. 1991

For the children the definition of a bully is:-

"A bully is someone who likes making others feel hurt or frightened or sad, and keeps on doing it. Sometimes a bully gets up a gang to help him or her, but not always. A bully might try to make you too scared to tell a grown up about what he or she does".

N.B. "likes" is used here to convey that there is intention. This definition of "bully" could be used by a victim or a witness."

Bullying takes many forms. It can be short-term or can continue over years. It can be physical, mental, verbal. It can take the form of deliberate, purposeful, systematic action by an individual or group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals.

The power that the bully exerts over his/ her victim is crucial to the bully's success but this is not always recognisable to the teacher.

The teachers and the school's responses to the six points outlined for the child

1. **The child and their efforts are valued - social skills work is aimed at developing self-esteem**
 - The methodology used in school develops the child's ability to make informed choice
 - Being able to make the right choices is crucially important for future development of the child as they grow to adulthood.
2. **The child is able to share their thoughts and feelings, joys and problems with others, peers and adults alike**
 - Sharing thoughts and feelings are encouraged in circle time which is widely used throughout the school.
 - Enabling children to work and play in co-operation is encouraged in the classroom and the playground.
 - In the classroom the teachers plan work that requires children to work co-operatively.

- In the playground by teaching playground games providing adventure play equipment, zoned areas, seating so that the children are able to play co-operatively.
- 3. All areas of the school are regularly monitored for Health and Safety aspects.**
- When children move around the school and the grounds areas of potential problems are monitored by staff (e.g. cloakrooms at lunchtime by mid-day staff).
 - The organisation for leaving the playground is regularly reviewed to enable the safe movement of large numbers of children around the school
 - Children are regularly taught about acceptable and safe play that will not endanger themselves or others.
- 4. Through use of PD materials we actively encourage the children to be able to say No when they feel it is the right thing to do.**
- Children are regularly reminded of "stranger danger" - Assemblies and Collective Worship, class discussion, visitors to school e.g. School Nurse, Policeman
 - The children are involved in drawing up their own classroom/school rules of behaviour which help them to recognise what is inappropriate
- 5. When a child feels that they have been treated badly, unkindly or unfairly they are taught that they must talk about it to an adult.**
- The staff (teaching, support, mid-day - everyone) will always listen to a child and never ignore them.
 - Even if a child persistently comes with complaints that are not usually valid they must be listened to and monitored - it could just be the one time when they are really being bullied.
 - The children are encouraged to be kind and considerate by our whole school approach to learning and our community.
 - Discussing with the children the possible consequences of rough play, fighting and unkind talk.
 - Peer mediators are in role at school to deal with low level problems with children
- 6. When a child is worried or has been hurt then they are encouraged to tell.**
- Enabling children to be truthful by helping them to understand that they will be listened to and helped.
 - Giving children who usually seek attention through unacceptable behaviour an understanding that they can receive attention through good behaviour.
 - Ensuring that there are sufficient adults monitoring free play times (i.e. morning and afternoon play and lunchtime) for the children to be not only supervised but for the children to approach if there is a problem.
- 7. When a child bullies we shall make an effort to find out about the reasons behind the bullying and offer advice and support to both the child and the family in order to try and remedy the bully's actions as far as possible.**

Governors and parents

Close relationships between Governors, Parents and the school are essential if our policy is to work. There has to be a high level of trust. There will undoubtedly be undesirable incidents (e.g. in the playground) and it is our policy to relate these to parents in terms of the details of the incident and the actions taken as soon as possible. The Governors are informed of any specific difficulties and support in service work in this area from the Inset Budget. The Governors review Anti-Bullying in the process of policy reviews.

Reporting Bullying

1. Playtime incidents regarded as worthy of note are recorded by the staff on duty. The staff on duty checks at the end of each session with the other staff on duty to ensure that all incidents are recorded. The record simply consists of noting the name of the child involved in the incident and a short description. Any children who are obviously not joining in and isolate themselves may also be noted.

The purpose of this is to monitor situations to see if any children are persistently involved in inappropriate incidents.

Minor incidents are dealt with by:-

- a. Talking and advising those children involved
- b. Time-out either in a specified place or by staying with the teacher on duty
- c. Informing the child's class teacher
- d. Moving to point 2 if incident is serious enough to refer to Headteacher

2. Any serious incidents are referred to the Headteacher or Deputy Headteacher/SLT to be dealt with. This may result in a range of actions/sanctions:-

- a. Discussion about the circumstances and nature of the incident
- b. Discussion with other adults who were involved at the time.
- c. Discussion with class teacher
- d. Restricting access to parts of play area
- e. Missed playtime
- f. Devising personal behaviour contract
- g. Using positive reinforcement behaviour modification charts
- h. Class teacher informing parents (This should happen without fail if there is a suspicion of bullying)
- i. Headteacher writing to parents and incidents recorded in school "bullying" log
- j. Fixed term exclusion

All of these incidents are recorded appropriately.

All incidents that are deemed racist will be recorded on the LA PRIDE website.

This is the agreed policy of the whole staff who believe that empowerment of all children to cope and vigilance of all adults to monitor will result in controlling bullying.

3 Classroom incidents of bullying are recorded by the teacher in their day plan books. Serious incidents are referred as 2.

Review: annually

Links to other relevant policies:

Behaviour Policy

Signed:

Date:.....