

## **Anti - Bullying Policy**

**Supporting a safe, friendly and caring Christian Community.**

**This policy has regard to DfE guidance 'Preventing and Tackling Bullying'.**

### **1. RATIONALE**

#### **1.1 A Christian Basis:**

The core Christian beliefs that underpin the approach to our Bullying Policy are as follows: -.

We, as Christians, believe the Bible forms our beliefs, values and attitudes as to how we are to treat other people. Christians are followers of Jesus Christ and our Lord Jesus Christ was the servant of all, even to the point of dying on a cross for all humanity. (Phil 2:7-8 NIV)

We believe that our Lord Jesus Christ, through the power of the Holy Spirit, is now promoting a community founded on the values of servant hood, social responsibility, mutual respect, equality, peace and love. The Bible also tells us that every person is created in the image of God. (Genesis 1:26) Every person, no matter what age, gender, ethnic background or social class, is to be treated equally and with respect and honour. We believe that bullying is sin.

Lastly, we believe in the importance of forgiveness. The Bible says: *"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."* (Ephesians 4:32 NIV) Every person makes mistakes and forgiveness is the key component of a safe, friendly and caring Christian Community.

#### **1.2 Objectives:**

**The main objective of our Bullying Policy is to support a safe, friendly and caring Christian Community.**

- To provide a safe and secure environment where both pupils and staff can flourish spiritually, socially and academically.
- To help pupils and staff recognize that we are all unique. We have different strengths and weakness and are called to build each other up in love.
- To provide a variety of safe communication points, where staff and pupils have opportunity to express their concerns
- To provide opportunities where staff and pupils can be challenged and called up to fulfil their potential in the Lord.
- Bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem, decreased social effectiveness for the victim and the increase of inappropriate behaviour of the pupils bullying.
- The objectives of this policy apply to all children in the school, including children in the EYFS.

This policy seeks to:

- a. Raise awareness among staff, pupils and parents about bullying
- b. Actively counter bullying at the School
- c. Develop in pupils respect and concern for others, of all races, creeds and genders
- d. Develop in pupils an understanding that they can make a positive contribution to ending bullying
- e. Develop conflict resolution skills in pupils.
- f. Create a climate where it is okay to talk about bullying and ask for help.
- g. Develop a community environment that nurtures and promotes pupil self-esteem, self confidence, resilience and spiritual wellbeing

### **1.3 Definitions of bullying or Peer on Peer Abuse**

*Bullying is unprovoked aggressive behaviour deliberately inflicted by an individual or group. It can be physical or verbal, social, individual or direct or indirect, using various mediums. It may be a major incident, (see Levels of severity of bullying incidents) or a number of less serious but persistent incidents. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.*

At Emmanuel School we recognise that all forms of bullying should be taken seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand the bullying, both physical and emotional, can lead to psychological damage.

We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

#### **Types of Bullying:**

<b><u>Type</u></b>	<b><u>Direct</u></b>	<b><u>Indirect</u></b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Pushing</li> <li>• Spitting, biting</li> <li>• Pinching, scratching</li> <li>• Throwing things at people</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to harm someone</li> </ul>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• Mean and hurtful name calling</li> <li>• Hurtful teasing</li> <li>• Demanding money or possessions</li> <li>• Forcing another to do homework</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading nasty rumours</li> <li>• Trying to get other pupils to dislike another pupil</li> </ul>
<b>Social intimidation</b>	<ul style="list-style-type: none"> <li>• Threatening and/or obscene</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate exclusion from</li> </ul>

	gestures <ul style="list-style-type: none"> <li>• Racist or sexist remarks</li> <li>• Inappropriate religious remarks to all faiths</li> <li>• Forcing someone to do things they don't want to do</li> </ul>	a group or activity <ul style="list-style-type: none"> <li>• Removing, hiding and/or damaging another's property</li> </ul>
<b>Sexual orientation</b>	<ul style="list-style-type: none"> <li>• Homophobic language</li> <li>• Name calling (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading rumours about someone's sexual orientation</li> <li>• Trying to get other pupils to dislike another pupil because of their orientation</li> </ul>
<b>Cyber</b> (email, SMS, phone and internet mediums)	<ul style="list-style-type: none"> <li>• Mean, belittling and hurtful name calling</li> <li>• Threatening and/or obscene language</li> <li>• Offensive images</li> <li>• Repeated messages</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading nasty rumours</li> <li>• Trying to get other pupils to dislike another pupil</li> <li>• Using another pupils password or phone to communicate obscene language</li> </ul>

Peer on peer abuse manifests itself in many ways and is taken very seriously.

### **A definition for younger children**

Bullying is when these things happen again and again (a serious incident may happen just once) to someone and it is hard for the pupil being bullied to stop these things from happening:

- Being ignored, left out on purpose, or not allowed to join in
- Being made fun of and teased in a mean and hurtful way
- Lies or nasty stories told about someone to make other children not like them.
- Being made afraid of getting hurt
- Forcing someone to do things they don't want to
- Being hit, kicked or pushed around

## **2. RIGHTS AND RESPONSIBILITIES**

### **2.1. Rights:**

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we

speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.

- b. Every person has the right to be treated with fairness and respect. This means we show respect to other people, and their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- c. Every person has the right to learn. This means we do not adversely affect the learning of another student.

At Emmanuel School, it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.

## **2.2. Responsibilities:**

### **2.2.1. Governors, Staff, and Teachers have the following responsibilities:**

- 1) **The Head Teacher and Governors of the school will aim to:**
  - a) Support, promote, enact, maintain and review the Bullying Policy and procedures.
  - b) Provide regular, at least annual, training to all staff to ensure they are aware of the risks of bullying and what to do if they suspect it is taking place.
- 2) **All Staff will aim to:**
  - a) Be familiar with the School's Bullying Policy and procedures.
- 3) **Teachers will aim to:**
  - a) Be models of caring and tolerant behaviour.
  - b) Listen and act upon reports of bullying.
  - c) Keep the relevant class teachers informed
  - d) Inform the Head Teacher of serious incidents.
  - e) Protect the person being bullied from further harm.
  - f) Act to stop the behaviour recurring.

### **2.2.2. Pupils who are being bullied need to report the incident to a teacher or staff member.**

- 1) **Pupil bystanders to bullying should:**
  - a) Intervene by speaking firmly to the bullying pupil if they are able to
  - b) Seek teacher assistance
- 2) **Parents should:**
  - a) Listen sympathetically to reports of bullying
  - b) Speak to school personnel (not the alleged pupil/s concerned)
  - c) Work with the school in seeking a permanent solution

## **3. LEVELS OF SEVERITY OF BULLYING SITUATIONS.**

The severity of the situation can be judged based on a few factors:

- The duration of behaviour
- The frequency of behaviour
- The type of bullying behaviour

#### **Least severe - low level**

This behaviour generally involves thoughtless acts that happen occasionally. These are often the most difficult to respond to because teachers have to make decisions about whether to act or not. This type of behaviour may not be classed as bullying but will be dealt with appropriately as it can escalate to become more serious. Those involved in these incidents should be made aware of the following as deemed appropriate:

- Teaching of Christian values and beliefs
- Awareness of school rules
- Empathy for feelings of the person being bullied
- Examples of appropriate ways to behave, and
- Strategies to deal with difficult situations

#### **Serious – medium level**

The behaviour is considered serious when it has been going on for some time and has become systematic and hurtful to the person being bullied. Bullying behaviours at this level need to be dealt with by behaviour support strategies that should include consequences for actions and behaviour support to assist the child with behaviour change. The Head Teacher will usually be informed.

#### **Severe – high level**

When the behaviours have extended over a period of time and are intensely cruel and threatening, it is considered severe. These behaviours are persistent and can cause the person being bullied to be severely distressed. Severe cases will be referred to the Head teacher who will need to ensure the safety of all involved. Interviews need to be conducted with all individuals involved including the person bullying, the person being bullied and any bystanders. Parents of pupils directly involved in the bullying will be informed and may be involved in the process of the discussions. It is possible for a pupil who continues to be involved in high level bullying to be excluded from the school at the discretion of the Head teacher

## **4. GUIDELINES FOR DEALING WITH INCIDENTS OF BULLYING:**

### **4.1. It is imperative that:**

- 1) The pupil/s being bullied is/are protected from further harm.
- 2) The bullying is stopped to ensure the safety and well-being of those bullied.
- 3) All staff and pupils know to whom they can report incidents of bullying.
- 4) The class teacher ensures that all investigations are dealt with urgently and fairly. All staff are vigilant in supervision.

### **4. 2. The response (normally the class teacher) to pupils who *have bullied another* is to proceed through the following guidelines:**

- 1) Investigate what happened.

- 2) Refer the incident if necessary
- 3) If appropriate interview the bystanders and discuss strategies these pupils might use to avoid bullying in the future.
- 4) Establish the wrong doing and the need to change.
- 5) Outline the disciplinary consequences imposed and the consequences that will be imposed if the bullying continues (see Discipline Policy). Enlist the support of parents/carers to help change the behaviour and attitude of the pupil, where appropriate.
- 6) Regarding incidents of homophobic or gender based bullying the teacher needs to use age appropriate concepts and language to explain why this is not acceptable. Gender issues may be prevalent when dealing with peer on peer abuse – records of incidents of bullying towards pupils with protected characteristics will be retained and monitored so any issues can be swiftly acted upon.

**4.3. The response to pupils who *have been bullied* is to proceed through the following guidelines:**

- 1) Offer an opportunity to discuss the experience with a member of staff.
- 2) Reassure the pupil that a determined effort will be made to stop the bullying.
- 3) Discuss strategies the pupil might use to avoid being bullied in the future.
- 4) Provide encouragement to form and maintain friendships with non-bullying pupils.

Incidents of bullying should be dealt with immediately if possible and, in all cases, the actions above should complete within two school days of the initial discovery.

**Record Keeping:**

- It is important to record all incidents of bullying. The Head Teacher should be informed of all incidents no matter how serious and will keep all records.

**Reporting serious bullying to children’s social care:**

- Where the pupil who has been bullied is suffering or likely to suffer significant harm this should be reported to Children’s Social Care in the same way as any other safeguarding concern. If the school suspects a crime has been committed the police will also be informed.
- Any incident of this severity should be brought to the attention of the DSL who will respond appropriately according to the school’s procedures.

**5. POSSIBLE SIGNS OF BULLYING:**

The following symptoms may be associated with pupils experiencing bullying behaviour.

These pupils may:

- Have a decreased interest in school
- Feel reluctant to go to school, and have higher absenteeism from school
- Perform below their ability at school
- Frequently complain of headaches or stomach aches

- Want to be taken to and from school or to go a new route
- Have frequent damage to or a loss of items such as clothing, property or school work
- Have frequent injuries such as bruises or cuts
- Be withdrawn and seem reluctant to say why
- Have difficulty sleeping, wet the bed or have nightmares
- Frequently come home hungry
- Ask for extra lunch or pocket money and/or have money going missing from the house
- Appear generally unhappy, miserable, moody and/or irritable
- Reluctant to eat or play properly
- Threaten or attempt to harm themselves
- Have no friends to share free time with
- Be rarely invited to parties or other social activities with peers

## 6. WAYS TO PREVENT BULLYING

- Playground time, movement in corridors, cloakrooms etc. are structured in such a way as to limit opportunities for bullying.
  - Regularly prayer for wisdom and discernment to be able to recognize bullying and how to deal with it when it occurs.
- **Prayer Box**  
**This is a 'Prayer/ Help Box'** - a place where pupils concerns about anything, including bullying can be communicated in written form. Notes placed in the box must be clearly named so they can be followed up.
  - **PHSE**  
 The school PSHE curriculum has a section dealing with bullying. This enables the children to see the effects and gives opportunities for discussion and sharing of experiences. These lessons, should not only challenge behaviour, but also encourage pupils to look out for each other. Through teaching children about the affects of bullying and the reasons for bullying we hope to alleviate potential future difficulties.
  - **Assemblies**  
 Teaching on a regular basis in school assemblies aims to give the children guidance on how to treat others and deal with empathy and understanding using Jesus as an example. He is the one we look to when thinking about looking after and caring for our friends and neighbours.

# Appendix 1 - Form for recording bullying behaviour

## 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

## 2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour


## 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

## 4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>
	<input type="checkbox"/>

## 5. Name of person(s) who reported the bullying concern

--

## 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

## 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

## 8. Brief Description of bullying behaviour and its impact

--

## 9. Details of actions taken

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_