

ST ANDREWS SCHOOL

Anti-Bullying Policy

Preface: Christian Ethos

“So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.” (Matthew 7:12)

Commonly known as the Golden Rule (“treat others the way you want to be treated”), this classic English phrase is actually a saying of Jesus. It follows vv. 7–11 that if God the Father gives good gifts generally to humanity (but especially spirit blessings [i.e. salvation] to those who ask Him in faith), we should likewise seek to do good to others. This, Jesus says, is the sum total requirement toward others expected in the “Law and the Prophets” (i.e. two large sections of the Old Testament). So at St. Andrew’s, while we recognise we may not always particularly like someone and we will not always agree with others, we are called to treat them in the same way we would expect to be treated, that is with respect.

Rationale

Bullying will not be tolerated at St Andrews CE VC Primary School and we recognise that it is not confined solely to relationships between young people but all members of a school community. It is the right of everyone to be able to work and learn in a safe and happy environment where bullying does not take place. The school ethos should reflect a place where individuals have respect for themselves and each other.

Definition of bullying

Bullying is considered to be deliberately hurtful (including aggression), repeated often over a period of time and is difficult for victims to defend themselves against. We do not use the term ‘bullying’ to describe the general rough and tumble of school life.

Bullying can take many forms; physical, verbal, emotional and virtual (commonly known as ‘cyber-bullying’ which can occur in or outside school).

There are different kinds of bullying. These include:

- **HOMOPHOBIC.** Bullying because of sexual orientation. This might include using words such as ‘gay’ as an insult.
- **TRANSPHOBIC.** Bullying towards people who are transgender or transsexual.
- **RACIST.** This involves treating people differently because of their race, the colour
- of their skin, their beliefs and family origins. This form includes using offensive
- language that describe races.
- **CLASSIST.** This involves treating people poorly because they come from a
- particular social class.
- **LOOKIST:** People treated differently because of their appearance (e.g. weight, hair

- colour, glasses etc)
- SEXIST: Something because of gender.
- RELIGIOUS. This might include poking fun of religious beliefs and traditions or
- treating people without respect because of their faith.
- XENOPHOBIC. When people are treated badly because they are from a different
- country.
- DISABILIST. Bullying of people who have disability (e.g. offensive language)

Aims

- To ensure that everyone knows what bullying is and the effect it can have on a place of work for all involved.
- To make known that all incidents of bullying will be taken very seriously and will be dealt with to the best of our ability.
- To provide an environment where expectations are clear and where everyone understands the nature and consequences of bullying.
- To have a policy in place which is agreed by all and which is consistently applied.
- To establish an ethos which promotes trust and caring and where positive behaviour is encouraged.
- To have strategies in place which deal with any bullying which might occur and which help both victim and bully.
- To operate a policy against bullying in accordance with the school policy on behaviour and discipline.

Guidelines

- Positive behaviour is to be encouraged and praised at all times and an ethos fostered where it becomes clear that bullying is not acceptable. Respect is one of our core school values. Pupils are aware of their responsibilities with technology and agree to acceptable user statements.
- Class based activities eg PHSE will include bullying issues and coping strategies, class rules will be used to encourage an ethos of intolerance to bullying.
- All incidents of bullying, suspected or actual, must be reported to the Headteacher.
- As soon as an incident or possible incident is identified, the school will take the problem seriously, investigate and decide on an appropriate action to be taken. Measures will be applied fairly, consistently and reasonably taking into account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- Initially a 'no blame' strategy will be implemented
- If progress is not made after initial concerns, parents will be involved.
- Strong measures, including exclusion, may sometimes be necessary.
- If after careful monitoring, bullying is still taking place, outside agencies may be called in to give support and advise the child/children, their families and the school.
- Staff will be kept informed of any incidents and action taken and records kept.

- Investigation into the reasons for the bullying might reveal concerns for the safety of the perpetrator. The school will consider whether or not the child engaging in bullying requires support.

Tackling discrimination

Harassment on account of any of the protected characteristics under the equalities act is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Bullying is dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, religion, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents

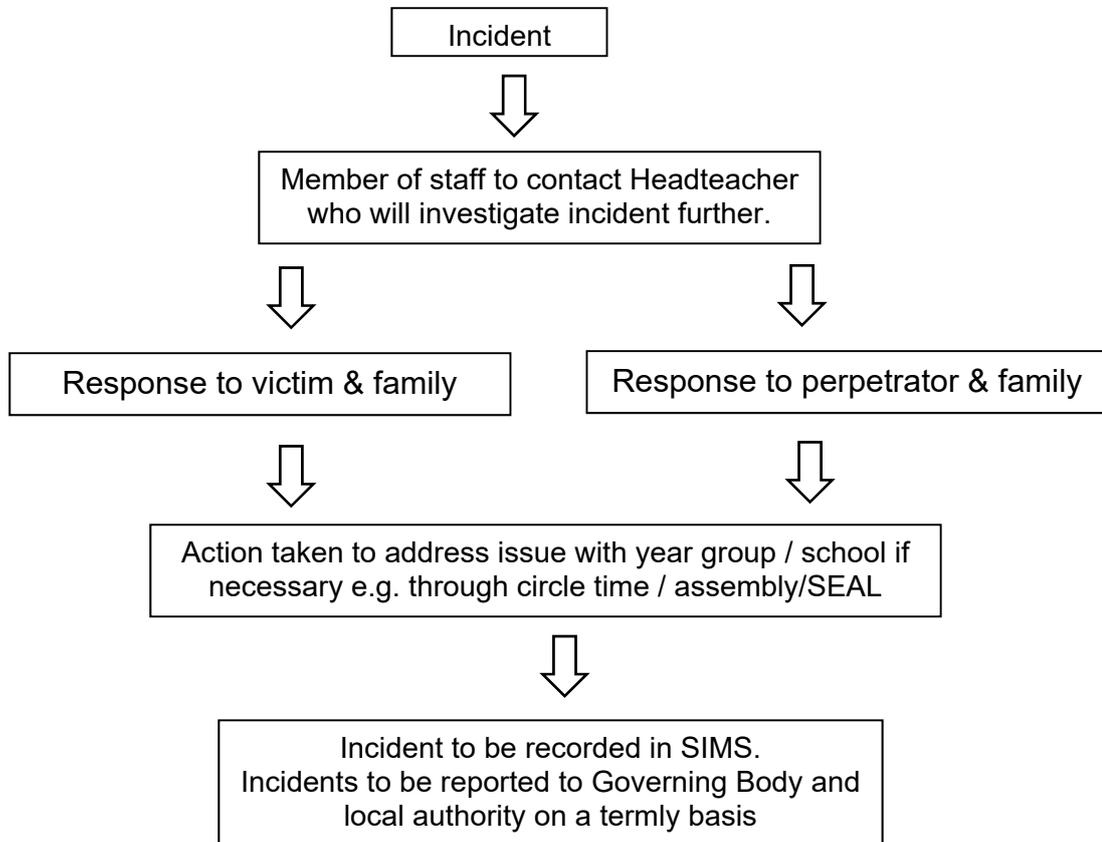
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations, religions and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, religion, gender, disability or sexual orientation.

Responding to and reporting discriminatory incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting incidents is outlined below:



Responsibilities of all Stakeholders

The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (name of teacher and post, eg our designated teacher for child protection/head of pastoral care).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (name of a member of staff/specific post in school/their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of Governors

- The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governors require the Head teacher to keep accurate records of incidents of bullying and to report to the Governors, on request, about the effectiveness of school anti-bullying strategies.
- The Governing Body has designated a Lead Governor for Child Protection and Bullying.
- The Governing Body responds to any request from a parent to investigate incidents of bullying by conducting an investigation into the case with the Head teacher

