



Article 2

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.



Article 15

Every child has the right to meet with other children and young people and to join groups and organisations, as long as their does not stop other people from enjoying their rights.

St. Leonard's Primary School Anti-Bullying Policy

Mission Statement and School Aims

Our Mission Statement

"Where everyone is valued so together we can seek excellence"

Our Core Values

CARING, RESILIENT, RESPECTFUL, REFLECTIVE, CONFIDENT, REPONSIBLE

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that anyone who knows that bullying is happening is expected to tell the staff. **See something - say something.**

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

Why it is important to Respond to Bullying?

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

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may be indicated 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:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- 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
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place such as missed trips, playtimes and clubs.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible and usually the pupils will be reconciled, we believe in the repair principle.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use Unicef Rights and Respecting and Jigsaw PSHE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of class rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role plays
- having discussions/PHSE and circle time about bullying and why it matters
- Using Year 6 children as peer buddies the playground.

Staffordshire Anti Bullying Pledge Scheme

This policy will be reviewed every three years, or earlier if necessary.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.