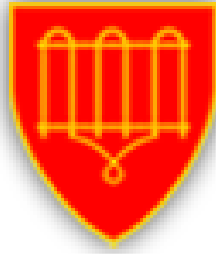


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Anti-Bullying Policy

‘Do to others as you would have them do to you’ Luke 6:1

At St Laurence’s we are committed to ensuring that all members of the school community feel safe, secure and supported. We recognise that in the school environment bullying can have a devastating effect on learning and emotional health and well-being. Any incident of bullying behaviour will be challenged to ensure the safety and happiness of pupils, show that as a school we care and make clear that such behaviour is unacceptable.

Please read this policy in conjunction with the following policies:

Behaviour regulation, Child Protection, Volunteer information, Physical Intervention and Restraint, SEND, Look After Children, E-Safety Policy, Health & Safety,

At St Laurence’s the pupils define bullying as:

- Deliberately hurtful and threatening (aggression)
- Repeated over a period of time
- Isolation/ostracism
- Verbal abuse (including members of the family), Sarcasm, humiliation, teasing, jealousy, Damaging property.

Bullying is the use of aggression with the intent of hurting another and will result in pain and distress to the victim.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Cyber – Bullying as: the rapid development of, and widespread access to , technology has provided a new medium for ‘virtual’ bullying, which can occur outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger

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audience, and more accessories as people forward on content at a click.’ (DfE ‘Preventing and Tackling Bullying’, July 2017)

Bullying can be (or in the form of):

- Emotional – being unfriendly, excluding. Tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Homophobic – use of homophobic language as a derogatory term
- Cyber – Using new technologies (mobile and internet)

Why is it 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.

Aims and 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 would be supported when bullying is reported.
- We aim as a school to nurture a safe and secure sense of community, where all can learn without anxiety, bullying will not be tolerated.

Signs and Symptoms:

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:

- Is frightened to walk to or from school
- Doesn't want to go on school /public bus

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- 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 at school work
- Comes home with cloths torn or books damaged
- Has possessions which are damages or “go missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner of 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/siblings
- Stops eating
- Is frighten to say what is wrong
- Gives improbable excuses for any of the above

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

School procedures:

Central to this policy is our commitment to strive to achieve the best for each child through our Christian Values of Wisdom, Trust, Creativity, mutual respect and inclusiveness.

Discussions concerning bullying, and the behaviour that could be considered as bullying, take place with the children during P.S.H.C.E. lessons and in assemblies, or when considered appropriate or necessary. Pupils must be encouraged to “tell” and to discuss any problem, however apparently trivial, with any member of staff at any time.

All teaching staff are committed to making time to talk to children about their problems and concerns.

The headteacher or SENCo may refer the child who has been bullying to the Educational Psychologist (EP) and/or Social Services and/or Pupil Referral Unit (PRU). They will analyse the behavioural patterns of the child by observing them in a range of situations and set SMART targets, which may be part of a Pastoral Support Programme (PSP), to enable the child to modify their behaviours in consultation with the school. Reference to:

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(Behavioural Policy and Statements of Behaviour Principles February 2021, Social, emotional and Mental health November 2021, KCSIE 2021)

Strategies the school uses to promote the anti-bullying message:

- Social and Emotional Aspects of Learning (SEAL), is a curriculum resource to develop children's social, emotional and behavioural skills. It includes assemblies and follow up class based work (such as circle time). Each class uses the weekly resources to build and promote positive behaviour and effective learning.
- Recognising each child's needs, which will reduce the likelihood of children becoming isolated and vulnerable.
- Nurturing friendships between peers and younger children (Year 6 and Reception buddy system).
- Developing a 'low tolerance' approach to bullying, taking action at the earliest sign of bullying.
- Parental involvement – Parents of both bullies and victims to be involved in the entire process until resolution
- Pikas Approach – Group bullying intervention programme
- All reports of bullying to be recorded and stored for future use as evidence in case of future allegations.
- Social stories, 1:1 approach to situations
- Circle of friends a group approach designed to support a target child in developing pro-social peer relationships and combines specific social skills training.
- Sessions with ELSA trained early intervention practitioner.
- Support from external agencies through Early Help process.
- Assemblies and collective worship are used to make clear the school's expectations about behaviour and reinforce the message that bullying is not acceptable.
- Each year group have a unit on anti-bullying.
- Anti- bullying week
- E-safety/Cyber-bullying
- School Council meet regularly to discuss school life.

Monitoring, evaluation and review

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- The school will review this policy every two years and assess its implementation and effectiveness regularly by the headteacher.

Date Reviewed: May 2023	Reviewed by: Head teacher- Stephen Matthews Assistant Headteacher – Marie Mintoft
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