

Anti Bullying

Document Control Page

Revision History

Date	Type of change	Initials	Purpose of Revision
February 2020	Minor	MM	Date changed in footer - policy meets current legislation
February 2021	Minor	MM	Date changed in footer - policy meets current legislation; p3 cyberbullying/gaming; p4 record keeping regarding an incident
March 2022	Minor	MH	PDL changes to PSHE/RSE throughout document Page 2/5 - DFE document date update - June 2018
January 2024	Minor	LW	Date changed in footer-policy meets current legislation
January 2026	Minor	LW	Date changed in footer-policy meets current legislation

Date Approved by Governing Body:

Date to be reviewed by Governing Body: February 2028

Statutory duty of schools:

Head teachers have a legal duty under Section 89 of the Education and Inspections Act 2006 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The school has adhered to the advice from the DfE 'Preventing and Tackling bullying' June 2018.

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

"Tackling bullying is one part of making the school a happy place for everyone."

(Action against Bullying - published by the Scottish Council for Research in Education)

RATIONALE

We believe that every child has the right to attend school each day without fearing or suffering from any form of abuse or aggression or intimidation. Our school has a responsibility to create a safe and secure environment for the children and adults in our care. We acknowledge that bullying can take many forms and that there is no stereotype of a "typical" bully. We believe that by building upon an ethos of positive discipline and by promoting self-esteem among all children and adults in the school, incidents of bullying will be dealt with swiftly and behaviour patterns can be moderated.

AIMS

By implementing this policy and the attached guidelines, we intend:

- a) To educate children on the importance of being a good friend and respectful of others' feelings and opinions, by promoting the children's social, moral, spiritual and cultural development and through 'Say YES to Friendship week' and our PSHE/RSE curriculum.
- b) To raise awareness amongst children and staff that bullying actions will not be tolerated.
- c) To give all members of the school a clear procedure to follow if bullying takes place.
- d) To create a safe and protective environment throughout the school, including the playground, in which children and adults feel valued and their talents can flourish.
- e) To publicise our anti-bullying strategies amongst parents and the community.
- f) To promote an ethos where parents know they can come into school and share any concerns about bullying and that these will be followed up and they will receive a report on any action taken.

EXPECTED OUTCOMES

We intend that all pupils, teachers, non-teaching staff, parents and the wider community know:

- a) There will be an immediate response to any form of bullying.
- b) Any reported incident will be taken seriously.
- c) Staff will intervene effectively when bullying happens.
- d) There will be a general awareness and recognition of bullying in all its forms - seeing, hearing and understanding what is happening.

We expect that there will be:

- a) An increase in the safety and happiness of pupils and an increase in the pupils' self-esteem and confidence.
- b) An increase in educational achievement, within a safe and protective environment.
- c) The promotion of positive behavioural role models which are accepted as the norm.
- d) A positive reputation within the community as an effective, caring school.
- e) The knowledge amongst children and parents that bullying will never be condoned and through policy and action the school will respond positively and effectively to bullying.

IDENTIFICATION OF BULLYING

Bullying can take many forms:

- a) Physical - regular unprovoked assaults on a person or a group, which can range from a "prod" to grievous bodily harm.

- b) Psychological - reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, disability, family circumstances, appearance or any other features of a person's life which can be used to wound them.
- c) Social ostracism and rejection by the peer group or other significant persons.
- d) Verbal - the deliberate use of derogatory or offensive language, e.g. swearing, racist or sexist abuse, sexual innuendo, comments linked to disability, or homophobic, transphobic and religious based abuse comments.
- e) Indirect - other forms of bullying can include interference with personal property, extortion, spreading rumours.
- f) Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet (See Computing and E safety policy). The use of social media by all age groups has become the norm and it is possible that bullying can occur through social media or gaming platform. Advice on how to deal with social media bullying is available at:
<https://www.nationalbullyinghelpline.co.uk/social-media.html>

Bullying affects pupils, families, teaching and non-teaching staff and governors. Families can be powerful allies and can help to promote anti-bullying values within the home. They should be encouraged to share concerns and to work with the school if they suspect bullying.

THE EFFECTS OF BULLYING

The effects of bullying can be far-reaching. Victims may receive physical wounds or show physical symptoms such as stuttering or nervous tics. They may suffer a personality change - fear and withdrawal, loss of self-esteem. They may under-achieve in class, truant and feign illness. They may have behavioural problems - eating disorders, aggressive/violent behaviour, bed wetting. Victims may themselves become bullies.

Bullying affects everyone, not just the bullies and victims. It affects others who may witness violence and aggression and the distress of the victim. It must be realised that adults can be bullies too.

PROCEDURAL GUIDELINES

1. Remain calm and establish the facts. Make a written record as soon as it is possible to do so.
2. Take the report seriously.
3. Take action as quickly as possible.
4. Decide whether your action needs to be private or public.
5. Reassure the victim.

6. Offer help/advice and support to the victim, to try to stop a similar situation occurring in the future.
7. Make it plain to the bully that you disapprove.
8. Condemn the bully's behaviour or action, but not him or her.
9. Encourage the bully to see the victim's point of view.
10. Punish the bully as necessary, but with the following in mind - explain the punishment and the reason quite clearly, linking cause and effect.
11. Inform the Headteacher or Senior lunchtime supervisor of the incident and your action.
12. Inform colleagues if the incident involved children from another class or a situation where everyone should be vigilant e.g. toilets.
13. Discuss with the Headteacher, Deputy or Class teacher whether both sets of parents should be informed and whether a constructive plan needs to be put in place, with parents being kept informed of the outcome.
14. If you have discovered the "trigger factor" which led to the incident, try to think of strategies to prevent a reoccurrence of the incident.
15. Try to present the bully with an expectation of positive behaviour - never let the incident "live on".
16. Maintain a record of the incident on CPOMs.
17. Follow-up to ensure that the bullying is not continuing.

MONITORING LEVELS OF BULLYING

In order to monitor levels of bullying in the playground and to forestall any further incidents, teachers on playground duty usually mention any worrying events to the child's class teacher. Staff, also discuss children causing concern during our weekly meetings. In this way, monitoring can take place over time and the inevitable fragmentation caused by having a large number of teachers on duty over the course of a week can be addressed.

Serious acts of bullying are reported immediately to the Headteacher or the Deputy Head, who then decide on the appropriate action to be taken. These are recorded with the action taken and any witness accounts are also recorded. These reports may then be used if outside agencies are involved at any stage.

The "change-over" time at the beginning and end of lunch time is used for teachers and dinner supervisors to exchange information on individual children in the class. Matters

of general concern are mentioned by the Senior Supervisor to the other members of the team before lunchtime play.

PUBLICISING THE POLICY

A copy of this policy is available for parents to read on request and is available on our school website.

FINALLY

We recognise that there may often be a complex and delicate social situation which may prevent a matter being entirely resolved in school. Bullying flourishes in fear and secrecy and it can only help for school to be open and clear in its position on this subject. Such behaviour, whatever form it takes, is always unacceptable and will not be tolerated.

This policy is produced using guidance from the DfE's documents 'Preventing and Tackling Bullying', June 2018.

Appendix 1

GUIDELINES FOR PREVENTING BULLYING

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by
- Check cloakroom areas, particularly at play and lunchtimes
- Listen to the children
- Observe the children's behaviour and friendship patterns
- Never ignore aggressive behaviour - to ignore it is to condone it!

The sort of atmosphere that we want in our school is characterised by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

What should the child do?

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. You should not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracising is very upsetting and can make children miserable.

In order to prevent bullying, everyone must:

- Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.
- If necessary, break up the group dynamics by assigning places in the classroom. Turn peer pressure against bullying and break up groups.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying to the Headteacher or Deputy Headteacher.

IMPORTANT

If bullying is happening, find out the facts by talking to the bullies and victims individually. If the bullying is about a particular issue (e.g. death, divorce, disfigurement), mount an education programme about the problem, but not focused on a particular child. Call in parents, ask for their suggestions and solicit their support.

If you come across bullying, what can you do?

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control over the situation.
- Take the incident or report seriously.
- Take action as quickly as possible.
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s); don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim(s) point of view.
- Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.
- Explain clearly the punishment and why it is being given.
- Record an incident form for the event.

Involve others:

- Inform the Headteacher/Deputy Headteacher.
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets.
- Inform/ask your Headteacher/Deputy Headteacher to speak to both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Final steps:

- Make sure that the incident does not live on through reminders from you.
- Try to think ahead to prevent a reoccurrence of the event if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

- Being over-protective and refuse to allow the victim to help his/herself.
- Assuming that the bully is bad through and through; try to look objectively at the behaviour with the bully.
- Keeping the whole incident secret because you have dealt with it.
- Trying to hide the incident from the parents of the victim or bully.
- Calling in parents without having a constructive plan to offer either side.

Breaking up Bully 'Gangs'

- Meet with the victim(s) separately - have them write down what happened or write their version for them and read it back to them.
- Meet with each member of the gang separately - have them write down what happened or write their version for them and read it back to them.
- Agree with each member of the gang separately what you expect and discuss how he/she has broken the school guidelines.
- Meet with the gang as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened.
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders.
- Talk to parents of all involved - show them the written statements.
- Keep a file on bullying with all statements and penalties.
- Do not accept false excuses:
 - if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy?
 - if it was just a laugh, was everyone laughing?
 - if it was a game, was everyone enjoying it?

Important:

If a child was injured, take photographs of the injury.

If gangs of bullies from outside our school appear, take photographs - they tend to run when they see a camera.

If there is serious injury, contact the police.

Why do children become "chronic" victims?

- Feel bad about themselves
- Bullying reassures them because it fits
- Get upset if told that they are good
- Set out to prove that they are bad
- Destroy good things they do
- Go out of their way to be picked on
- Say no one likes them
- React sensitively
- Are excessively emotional
- Easily upset
- Lack humour
- Are slow to settle in
- Likely to be jumpy and wary.

Helping victims:

- Teach them to tease
- Teach them how to be teased - use role play
- Encourage them to talk about what has happened
- Make a list of what could be said in response
- Teach them not to respond, if appropriate

- Shout NO! in the mirror
- Practise walking confidently
- Draw or write about feelings
- Eliminate any obvious causes of bullying.

Why do children become "chronic" bullies?

- feel insecure
- feel inadequate
- feel humiliated
- are bullied by parents and siblings
- become a scapegoat in the family
- are physically, emotionally, sexually abused
- are under considerable pressure to succeed
- are not allowed to show feelings
- feel that they cannot fit in, they look odd or feel different to their peers
- feel no sense of accomplishment.

Punishment of bullies reinforces their negative feelings.

Helping the Bully:

- set clear limits
- write them down
- explain the penalties
- work on self-esteem, bolstering any good behaviour
- don't allow excuses
- ensure bully apologises - face to face
- reward good behaviour
- set goals (one day - one hour at a time) regarding self-control. Help him/her to know what to do
- have time out area for bullies
- practise stress control - deep breathing, counting up to 10 etc
- role play situations
- reinforce that it is good to walk away
- NEVER allow bullying behaviour to be reinforced.