

# Anti-Bullying

## Policy

### Helmingham Community Primary School

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Approved by: .....

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## Anti-Bullying Policy

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils and adults so they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and adults 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.

### Definition

Bullying can include any sort of physical or mental intimidation of another group or individual which causes perceived or intended hurt, pain, suffering humiliation or degradation. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assaults on persons and/or their property. It is usually related to power or control, and involves a person or group making a weaker or vulnerable person unhappy by a series of unpleasant activities.

All forms of bullying are taken seriously and we are particularly concerned to take action in relation to racist (see separate policy), violent, sexist, disablist or homophobic elements.

Normal Peer Conflict or Bullying?	
<u>Normal Peer Conflict</u>	<u>Bullying</u>
Equal power or friends	Imbalance of power – not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Generally not serious	Serious with threat of physical or emotional harm
Not seeking power or attention	Seeking power, control of material things
Generally not trying to get something	May attempt to get material things or power
Remorse – will take responsibility	No remorse – may blame the victim

### Aims

1. To provide a clear definition of bullying to all pupils, staff and parents/carers.
2. To ensure that all children are able to be healthy, stay safe, succeed and achieve as stated in 'Every Child Matters'. (ref DfES 2004)
3. To create an ethos that encourages disclosure and discussion of bullying behaviour.
4. To clearly identify the strategies and procedures available to all parties for reporting and dealing with incidents of bullying behaviour.
5. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
6. To deal promptly and effectively with all reported incidents of bullying referring to the appropriate adult.
7. To raise awareness of bullying as a form of unacceptable behaviour with all involved in school life.

### Objectives

1. To implement a consistent approach to dealing with bullying incidents.
2. To be proactive in the prevention of bullying.
3. To make pupils, parents/carers and staff aware of what steps to take when a bullying incident has occurred.
4. To demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe.
5. To address with the bullies their problematic behaviour in a fair and non-oppressive manner, and to provide them with the support to enable them to change.

### Parental Involvement

We recognise the important part parents/carers play in supporting their children and promoting change. School welcomes active involvement of parents (of both victim and bully) in bringing a problem under control. Parents/carers will be kept informed about any concerns the school has about their children in relation to bullying, this maybe through meetings or in writing.

## Strategies for dealing with bullying

At all times it needs to be stressed that it is the bullying behaviour that is unacceptable and not the person themselves.

Pupils are taught specifically through the PSHE curriculum together with school assemblies the values and principles of:-

- Individual Liberty (British Values)
  - Tolerance (British Values)
  - Respect (British Values)
- (On line -safety & cyberbullying are addressed in both PSHE and IT lessons)*

The following are a list of actions available to staff depending on the perceived seriousness of the situation:-

- Never ignore suspected bullying. Should staff be concerned, at the earliest opportunity a discussion needs to be held with the pupils involved to discover the nature of the problem.
- All staff are expected to report any incidents of bullying behaviour witnessed by them to the teaching staff
- If bullying is identified, listen carefully to all accounts and advise a senior member of staff. The incidence is then recorded on the pupil profile or individual behaviour log. It should also be recorded in the schools bullying log (appendix 1). A decision can then be made as to whether the 'next steps' will be carried out by the class teacher or head teacher.
- Parents or guardians of victims and bullies will be informed by a member of staff earlier rather than later of incidents so that they are given the opportunity to discuss the matter. They are then in a position to help and support their children before a crisis occurs.
- During discussions with the bully and victim, either together or individually, share the details of the incident and ask them to be truthful about the situation. Adopt a problem solving approach. What can now be done to make the situation better?
- Sanctions for the bully may include
  - Withdrawal from favoured activities, including withdrawal from golden time.
  - loss of playtimes or lunchtimes,
  - in-house or out-of-school exclusions from break or lunch times, lesson times ( depending on the severity of the incident),
  - Isolation either within school or the playground eg work outside the headteachers office, stand at the wall in the playground
  - Write a letter of apology
  - Be placed on RED (see Behaviour policy)

As the behaviour of the child improves the sanctions will be reviewed and removed. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying incident.

- Support for the victim may include
  - A buddy
  - The opportunity to be away from where the bully is e.g. inside if the bully is out
  - Times to talk with an adult
  - An opportunity to talk with the bully to explain how it makes them feel

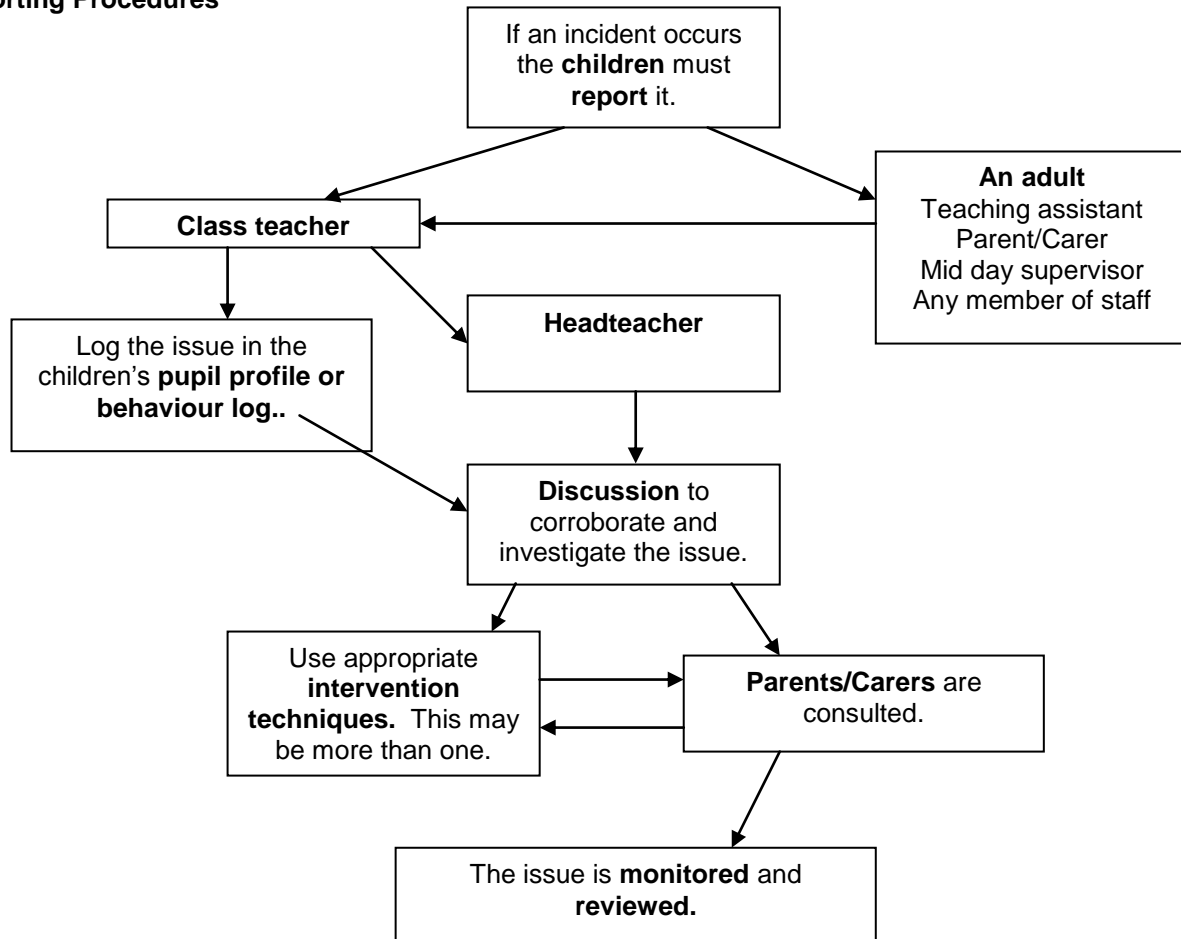
This situation will continue to be monitored and there will be regular discussions with the bully and victim to ensure that there is no repetition. We recognize that a single strategy may not be enough, and a combination may be better.

## Intervention techniques

- Circle time activities/ role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated themselves. Smaller circle times could also be carried out including the children involved.
- Strategies can also be discussed through PSHE time and through the School Council to include assertiveness training.
- At the start of each school year each class will set up a system to enable the children within their class to report bullying. This is confidential.
- A bullying survey/ discussion with pupils to determine the extent of the problem should be completed at least every 2 years.
- Anti – bullying questionnaire to parents/carers.
- Training sessions to educate all teachers, administrators, school staff, pupils and parents about bullying behaviours, strategies and available resources.
- A bullying information booklet for parents (Appendix 2)
- More directed / increased supervision where bullying incidents occur.

- Ongoing meetings between parents and school staff.
- Discussions of bullying incidents at regular meetings.
- A pupil group set up to listen to bullying concerns, peer mentoring and befriending.
- Daily reporting to a member of staff.
- Logged issues at lunchtime will be monitored daily by the Headteacher.
- Incidents of Cyber bullying (bullying via email, social networks, online forum or instant messaging) will also be logged and acted upon. For more information see Acceptable Use Policy, acceptable use agreements and details of Online-safety training in both IT and PSHE lessons.

### Reporting Procedures



### Monitoring and Review

The policy will be monitored and its effectiveness reviewed annually. This will be done by discussion with all relevant staff, pupils and parents. The head teacher will then report back to the governors concerning the effectiveness of the intervention techniques.