

ANTI-BULLYING POLICY



DRAFTED BY:

STATUS

Approved

APPROVAL DATE:

12/00

DATE LAST REVISED:

12/00, 6/02, 10/11, 3/12, 4/13 1/14

EARLHAM PRIMARY SCHOOL

ANTI-BULLYING POLICY

Introduction

Bullying is action taken by one or more children with deliberate intention of hurting another child, either physically or emotionally. It can also manifest as a deliberate intention to socially exclude a child or group of children.

Bullying can take many forms. It is deliberate hurtful behaviour any may take place over a period of time. The main forms of bullying are:

- Physical – Hitting, kicking, hair pulling, punching, taking belongings etc.
- Verbal – Name calling, insults, racism.
- Indirect Bullying – Spreading nasty stories, excluding.

It is the responsibility of all staff to challenge bullying every time it is discovered. Every suspicion and allegation must be taken seriously and investigated thoroughly. Every proven case of bullying will be taken very seriously. We are aware that bullying can take many forms including racist, sexist, social and homophobic harassment.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which is regarded as unacceptable.

We aim, as a school, to produce a safe environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Bullying will not be tolerated.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and 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.

Signs and Symptoms

(from *Stop Bullying: KIDSCAPE*)

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware that these are possible signs and that they should investigate if a child

- is frightened of walking to and from school;
- is unwilling to go to school;
- begins to do poorly at school work;
- becomes withdrawn; starts stammering;
- regularly has books or clothes destroyed;
- becomes distressed; stops eating;
- cries easily;
- becomes disruptive or aggressive;
- has possessions “go missing”;
- has dinner or other monies continually “lost”;
- starts stealing money (to pay the bully);
- is frightened to say what is wrong;
- attempts suicide or runs away;
- has nightmares;
- frequently complains of physical illness.

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

Racist, Sexist and Homophobic Bullying

These forms of bullying must be taken seriously. They are always unacceptable.

These types of bullying may take many forms – verbal abuse, violence, exclusion from groups etc. Any child who feels they have been treated in racist/sexist/homophobic behaviour must investigate thoroughly. They should follow the same procedures for general bullying incidents

with a focus on the nature of the bullying. Children who have been victims will need to be comforted and reassured.

Racist incidents must be reported to the Head Teacher. A Racist Incident Book is maintained in the Head Teachers room. Returns of the number of incidents are sent regularly to the LEA.

The Deputy Head Teacher will contact parents who are racist/sexist/homophobic in their dealings with staff. She will also contact the LEA on their behalf.

Teachers should make every effort to ensure that parents are aware of the schools stance if they demonstrate racist/sexist/homophobic views in their behaviour or conversation.

Disability Equality:

Earlham Primary School is committed to include the views and needs of pupils, staff, parents/carers and members of the public within our Equality Policy. The policy embodies good practice and aims at eliminating discrimination against disabled people within the school community.

We have a commitment and obligation to work and consult in identifying barriers within our school for disabled people; eliminating and reducing these barriers by the implementation of an action plan which informs and is embedded in our whole school Equality Policy.

Earlham Primary school welcomes its general responsibilities under the new disability Equality Duty to having due regard to the need to:

1. Promote equality of opportunity between disabled and non-disabled people;
2. Eliminate discrimination that is unlawful under the Disability Discrimination Act;
3. Eliminate harassments of disabled persons that is related to their impairments;
4. Promote positive attitudes towards disabled people;
5. Encourage participation by disabled people in public life; and
6. Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

Inclusion:

Earlham Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all. This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life. Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Roles/Responsibilities

The Role of the 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. They are mindful that any incidents of bullying that do occur are taken very seriously and dealt with appropriately and promptly.

The Local Education Authority monitors the incidents of bullying that occur, and the school reviews the effectiveness of the school policy regularly. The LEA requires the Head Teacher to keep accurate records of all incidents of bullying and the school reports to the Governors on request, about the effectiveness of the policy.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that the school implement the anti-bullying strategy; to ensure that all staff (both teaching and non-teaching) are aware of the school policy; and, that staff know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with the children why the bullying behaviour was wrong.

The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They take appropriate action to deal with incidents that happen in their class, and those that they are made aware of on the school. Procedures for addressing bullying are included within this policy.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then after consultation with the Deputy Head Teacher, the Teacher informs the Child's Parents.

We keep an anti-bullying logbook in the Head Teacher's room where we record all incidents of bullying that occur. If any adult witnesses and act of bullying, they should record the event in the logbook and their own class incident books.

If teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. However, we do not allow the bully to mix socially with other children until we are sure the bullying will not be repeated. If a child is repeatedly involved in bullying other children, we inform the parents and invite them into school to discuss the risk of exclusion.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Implementation

Inside School

Children will be praised for the co-operative, helpful, kind, caring behaviour in conjunction with the Golden Rules. Children will be helped to find their own solutions to personal disagreements through Groups or short discussions in Circle time.

If allegations of bullying are made to staff they must always take it seriously and investigate. The Deputy Head Teacher has forms which should be completed to ensure that the investigation is thorough.

Children who feel they cannot speak to anyone about an incident may complete a form themselves and hand this to the Deputy Head's or FPSW's Office.

If bullying has taken place we encourage open discussion between the bully and the victim, so that the bully begins to understand the impact their behaviour has on others. If it has been found to be repetitive or serious bullying the perpetrator is removed from social situations with their peers, for an agreed period of time and parents are invited into school to discuss a way forward. In severe or prolonged bullying, in addition to being removed from social situations, a discussion will take place with the parents about the possibility of exclusion.

Teachers will help prevent bullying by encouraging children not to exclude other children from their games and activities. By encouraging children to tell if they have been bullied or have seen someone else being bullied we aim to promote assertiveness but not aggression. It is expected that staff model appropriate language and behaviour.

Golden Rules should be observed at all times. Our classroom code sets out all our expectations and the rewards and consequences which go with them.

Playground

All adults who supervise children in the playground will need to follow agreed procedures. Minor incidents should be dealt with at the time by giving the children a reminder of the Rules and suggesting a different way to behave.

Violent incidents and name calling are not necessarily bullying. Unkind behaviour should be investigated thoroughly and then dealt with firmly. Bullying is less common and requires different strategies. It can never be assumed unless thoroughly investigated and must never be called bullying unless proved.

Bullying often takes place where it cannot be seen so it is important that there is always a member of staff in and around the toilets. All other members of staff must be separate from each other, involving children in games where possible, but maintaining a view of the whole play area. When not involved in games staff should patrol the entire playground, joining large gatherings of children to avoid any problem behaviour escalating, engaging the children in conversation to get to know them and, watching for dangerous behaviour such as, kicking, running without looking etc.

Playground Rules should be observed in the playground at all times. Our playground code sets out all our expectations and the rewards and consequences which go with them.

Recording and Reporting:

All incidents must be recorded in class incident books and the log book kept in the Head Teachers room. Parents/carers of any children involved in bullying incidents will be informed and kept in touch about any follow up.

Procedures

- When bullying is identified, the facts should be recorded by staff on incident slips, including names of victims, as well as perpetrators (as described in the Behaviour Policy). Incidents will be inscribed with B and stored in a separate section of the Incidents File (for monitoring purposes).
- At the discretion of the adult dealing with the incident, pupils involved should be encouraged to discuss the incident themselves in order to help them to come up with a solution to the problem.

- An alternative approach may be as follows. This involves the adult dealing with the incident inviting the perpetrator and a selection of mature and sensible pupils to a meeting. The victim should also be invited, but they may choose not to attend. The teacher explains to the group that 'X' is feeling unhappy and asks if anyone can do something to support and help 'X' to feel happier and more settled at school, and then awaits suggestions from the group. These are usually forthcoming and have the effect of providing support to the victim whilst providing a subtle remonstrance to the perpetrator without directly confronting them.
- In serious cases, the perpetrator's parents should be informed and asked to come to a meeting to discuss the problem (as described in the Behaviour Policy). It may also be necessary to invite the victim's parents to a similar meeting if it is believed that their child's behaviour may have contributed to the situation.
- The bullying and threats of bullying must stop immediately.
- An attempt will be made to help the bully (or bullies) to change their behaviour, consulting with external agencies as appropriate.
- The bully will offer an apology and other appropriate sanctions may take place (as described in the Behaviour Policy).
- In serious cases, temporary exclusion, or even permanent exclusion, will be considered.
- If possible, pupils will be reconciled.
- Incidents of bullying will be monitored by the head teacher who will then report termly to governors with regard to incidents occurring during the previous term.
- Issues concerning bullying could be brought to the attention of the School Council for discussion as to what might be done.
- When a bullying incident has happened, the issues surrounding the incident should be promptly explored in Circle Time in that class.
- Cases of serious bullying should be brought to the attention of the class or whole school, as appropriate.
- Parents/carers discovering their child has been involved in an incident of bullying should inform the Class or Head Teacher and not take independent action.
- Following the resolution of a bullying incident, the adult who dealt with the incident should check with the victim a few days later that there has been no recurrence. The situation should continue to be monitored and the victim instructed to report any further incidents to the same adult.
- The PFSW will receive referrals from Class teachers to initiate pupils support e.g. victim and perpetrator

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
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 KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

1. signing a behaviour contract
2. Writing stories or poems or drawing pictures about bullying
3. Reading stories about bullying or having them read to a class or assembly
4. Making up role-plays (or using KIDSCAPE role-plays)
5. Having discussions about bullying and why it matters

Training and Awareness

We acknowledge that staff should be regularly updated in respect of assertive discipline methods. Within this, we should also ensure that approaches to dealing with bullying are highlighted. Anti-bullying features strongly in our Personal, Health and Social Education scheme of work and is regularly raised as a subject with all pupils.

Resources:

We have many PSHCE resources that can support class work on Bullying issues and we also have a week every year where we use the SEAL resources – Say No to Bullying.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.