



Leominster Primary School

ANTI - BULLYING POLICY

The policy is designed to challenge and prevent all forms of bullying and reflects the school aims and ethos. The policy must be shared and implemented by all members of the school community and visitors.

AIM:

- To provide a safe and secure environment in which learning can take place for all pupils and where there is care, trust, respect and consideration for all members of the school community.
- To support our pupils to reflect on their feelings and behaviour and to develop skills of assertiveness, empathy and communication.

ETHOS:

We believe our aims will be best achieved in the framework of a relaxed, pleasant atmosphere in which pupils can approach adults, talk about their worries and feel confident that adults will listen, help and follow up on their concerns. Individual needs require an individual response. Bullying is an anti-social behaviour and affects everyone.

BULLYING IS UNACCEPTABLE AND CANNOT AND WILL NOT BE TOLERATED

LEGAL REQUIREMENTS:

Schools owe a duty of care to protect pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Sections 3 (5) and 87 (1) of the Children Act 1989 confer powers and duties on those who have the care of children to safeguard and promote their welfare.

Section 175 of the Education Act 2002 requires LEAs and governing bodies of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

DEFINITION OF BULLYING

Bullying is repeated intentional behaviour by one or more adult or child, which uses power to hurt, threaten, frighten or cause unhappiness to another or others through physical, verbal or indirect means such as cyber-bullying or rumour spreading.

It is not generally a 'one-off' act of temper or aggression.

We must also be alert to children who repeat their behaviour with different children

- 1) **PHYSICAL BULLYING:** jostling, punching, slapping, kicking, biting, pushing or any kind of physical violence or assault.
- 2) **VERBAL BULLYING:** shouting, swearing, teasing, badgering, name -calling, cursing families, use of threatening words, verbal taunting etc
- 3) **EMOTIONAL BULLYING:** exclusion, teasing, rumour-spreading, malicious gossiping ,mental torment, threatening gestures ,menacing looks or stares, suggestive actions, inappropriate drawings, graffiti, note-passing, ostracising.
- 4) **RACIAL BULLYING** via any of the above methods
- 5) **RELIGIONS BULLYING** via any of the above methods
- 6) **SEXUAL BULLYING** by any of the above methods

7) **ELECTRONIC OR CYBER BULLYING** :carrying out any of the above by using any electronic means-phones (calls or texts) emails, social networking, blogs, faxes, cameras etc

8) **EXTORTION, DAMAGE OR THEFT** of property including packed lunches, coats, bags desks or school work.

In addition:

- Bullying does not only take place between children. Parents, teachers and adults sometimes bully children and other adults. If someone is persistently denigrated, his/her self-esteem will be damaged.
- Children may bully parents, teachers and other adults. A concern is that adults may be reluctant to admit this.
- A positive, open approach should help all members of our school community develop the necessary skills to deal confidently with all aspects of bullying.
- The bully, although the perpetrator, will nearly always have been bullied themselves and should be regarded as a victim and in need of counselling
- All staff must be aware of the Care First counselling service provided by the school for confidential support and advice. (Information displayed in the staffrooms)

POLICY IMPLEMENTATION

- All complaints will be taken seriously and thoroughly investigated (See APPENDIX
- Everybody (Teaching and Non-teaching staff, parents, carers, volunteers, tutors, governors and children) will be aware of our anti-bullying policy as part of their induction or annual training.
- Staff will actively display non-bullying behaviour
- All staff aware of the vulnerable areas of the school (e.g. toilets, cloakrooms, 'blind' corners.) and will endeavour to supervise these areas vigilantly
- Staff will be observant to the signs of bullying
- Staff to implement school ,class and playground rules consistently
- Relevant information will be passed to next teacher in order to ensure consistency and awareness of vulnerability
- Class teachers will observe carefully, analyse friendship groups and review seating arrangements as appropriate
- Staff will take the view that it is a responsible and necessary act to report and record incidents of bullying according to school procedures-see appendix (1) All incidents/complaints re bullying will be recorded and immediately reported to SLT.
- Children will be encouraged to take collective responsibility in reporting incidents of bullying and be aware of the seriousness of being a bystander.
- Advice will be given across the curriculum for potential bullies, their victims and bystanders (e.g. PSHE/SEAL, Anti-bullying week, Assemblies, cross-curricular themes)
- Wherever possible we will invite visitors/theatre groups to support our Anti-Bullying Policy. Parents will always be informed regarding bullying incidents
- Support can be sought from a variety of sources including learning mentor, Deputy head, behaviour support team, SENNS, Educational Psychologist or social worker, SAFE Team Link worker, School Nurse and Medical Welfare Assistant
- Solutions will be sought by discussion with all parties

DEALING WITH BULLYING INCIDENTS

In dealing with bullying incidents, the school should observe five key points:

- Suspected bullying should never be ignored
- Staff should not make premature assumptions
- All accounts of the incident should be listened to
- The school will adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- The school will follow up regularly to check bullying has not resumed.

ADVICE FOR BULLIED PUPILS

Pupils are told never to 'suffer in silence' and are given a list of people they can go to for help and support. These are displayed around the school alongside the number for Childline.

During a bullying incident, pupils should be advised to:

- Try and stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what happened straight away

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult themselves
- Use the peer support services at school
- Not blame themselves for what has happened

When they talk to an adult about the bullying pupils should be clear about:

- What has happened to them
- How often it happened
- Who was involved
- Where it happened
- Who saw what happened
- What have they done about it already

THE ROLE OF PARENTS

Bullying in school is everyone's problem. All staff, pupils and parents should be aware their bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

Parents can watch out for signs that their child is bullied or bullying others. Parents, carers and families are often the first to detect signs of bullying.

Parents should ask their child about school, progress being made and any friends they have.

They should not dismiss negative signs. If they are worried, they should contact the school straight away.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do.
- Make a note of what the child says

- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher or a member of the SLT as soon as possible.

Parents of a child who is bullying others should:

- Talk to their child regularly about how things are going at school
- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher asap and explain the problem and discuss how the school and parents can work together
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

OFF THE SCHOOL PREMISES

The school cannot be directly responsible for bullying which takes place off the school premises but a school's failure to address harmful behaviour outside school might be a breach of the school's duty of care. In most cases what happens outside the school will have a direct influence on behaviour inside school.

DUTY OF CARE

In order to discharge our duty of care the school needs to

- Have an anti-bullying policy which reflects expectations and procedures.
- Ensure that all staff are aware of the importance of detecting and dealing with bullying and that they have guidance on what to do if bullying is detected or suspected.
- Ensure that there is a culture in school which assures children that they will be listened to.

POSSIBLE SANCTIONS

- Loss of privileges and playtimes
- Written and verbal apologies
- Behaviour contracts-class, group or individual
- Restorative justice- if pupils agree
- Official warnings
- Exclusion from lunchtimes
- Exclusion from specific games or parts of the site
- Loss of independence e.g. accompanied to toilet, stairs, no messages etc
- Fixed/permanent exclusion

MONITORING, EVALUATION and REVIEW

The school will review this policy every two years or in accordance with new legislation.

Implementation will be monitored by Governing Body, SLT and PSHE Co-ordinator. Governing body will delegate this.

Data will be collected from pupils and parent survey.

The policy will be promoted and implemented by all members of the school community. It forms part of the school Safeguarding Policy and must be read in conjunction with Equality, Safeguarding, Child Protection, Inclusion, PSHE, Attendance and Behaviour Policies.

It will be disseminated to parents through prospectus, school induction pack and display on the website. Implementation will form part of the agreed Code of Conduct for staff.

Date reviewed June 2017

Date of review June 2018

Ratified by Governors on 11th July 2017

APPENDIX (1)

Possible Signs of Bullying

A checklist for Staff /Parents

We recognise that this is not an exhaustive list – but if a child's behaviour changes, then the

first step would be to give him/her an opportunity to talk about it

- Child becoming withdrawn
- Lose the ability to concentrate and deterioration in performance/ grades
- Start stammering
- Erratic attendance or spurious illness
- Persistently coming late to school
- Become moody, aggressive, unco-operative, withdrawn
- Stop eating or comfort eat
- Cry themselves to sleep
- General unhappiness or anxiety
- Have nightmares or be unable to sleep
- Have unexplained bruises, scratches or cuts
- Have aches and pains not adequately explained
- Revert to immature behaviour e.g. thumb sucking, nail biting, bed wetting
- Have clothes or possessions inexplicably missing or damaged
- Ask for money or begin stealing money
- Continually 'lose' pocket money
- Be distressed by receiving notes or letters
- Be reluctant to answer the telephone or discuss calls
- Be unwilling to go to school
- Be frightened of walking to or from school/or walking alone
- Be reluctant to leave security of school or home
- Beg to be driven/accompanied to school
- Change route to school or timing of their journey
- Refuse to stay for lunch at school or have a change of attitude towards packed lunches
- Request a change of school/class/group
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above
- Beginning to bully

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

APPENDIX (3)

DEALING WITH ALLEGATIONS OR INCIDENTS OF BULLYING

- Carry out a thorough investigation
- Complaint/incident must be recorded on the bullying incident form and also reported immediately to SLT
- Children /persons should be interviewed separately, starting with the alleged victim.
- Statements should be recorded accurately with facts rather than judgements-if possible encourage pupils to write ,date and sign their statement
- Discuss the incident with all parties and find the best solution for the victim, the

bullies and the witnesses.

- Support pupils in knowing how to cope with a similar incident in the future
- Consider intervention strategies or involvement of other agencies as appropriate
- Phase leaders, teachers and parents will be kept informed of the incident
- Sanctions will be used as appropriate and in consultation with all parties concerned

Pupils who have bullied will be helped by:

Discussing what happened
Discussing why the pupil became involved
Establishing the wrong doing and need to change
Agreeing the need for appropriate sanction
Informing parents and giving them advice
Face to face discussion /apology to the victim
Follow up behaviour support
Clarity as to the severity of sanctions if there is a re-occurrence
Follow up monitoring of behaviour
Providing older pupil as mentor if possible

Pupils who have been victims will be helped by

Agreeing strategies for how to get help
Facing the bully and explaining how they felt
Discussing and being involved in the process of solutions and sanctions
Putting strategies in place to support their safety
Being given appropriate support to deal with bullies in the future
Talking openly to staff, parents
Supported with friendship groups or buddy
Alerting all staff involved with the pupil (Includes PPA/Supply teachers)
Ensuring they know which adults to approach for support

APPENDIX (4)

STRATEGIES TO COMBAT BULLYING

There are several strategies that the school can use to combat bullying. We have several resources and websites to refer to for advice.

The school invites in theatre workshops and uses SEAL resources and whole school Anti-bullying week themes. In addition to displays, assemblies and curricular approaches, we

can employ general strategies for dealing with the problem. These include:

Befriending/ Buddying

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are SEN, new to the school or upset by an event outside school e.g. Bereavement.

Circle of friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupils level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then help to resolve the problem.

Mediation Groups

Trained members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

□ **Assertiveness training groups**

In assertiveness training, bullied pupils can talk about their experiences and learn and

practice effective responses.

This can cover:

Making assertive statements

Escaping safely from physical restraint

Resisting manipulation and threats

Getting help from onlookers

Dealing with name calling

Boosting self-esteem

Staying calm in difficult situations