Yenton Primary School

Anti-bullying Policy

1. Priorities, aims and rationale

1.1 Key Priorities

The key priorities of this policy are:

• That children and young people are protected from harm
• That they achieve their full potential in education
• That they have a happy and stimulating childhood
• That they grow up healthily, physically and mentally
• That they feel good about themselves and respect others
• That they develop the essential personal and social skills to help them throughout life
• That they become active citizens and participate in society.

1.2 Aims of the Policy

Our aim is to:
· Ensure pupils understand what bullying is.
· Ensure pupils feel safe enough to report incidents of bullying concerning themselves or others
· Ensure that we support and guide the perpetrators of bullying, so that they understand the implications of their actions.
· Ensure that parents feel safe and are encouraged to discuss their concerns with all staff
· Ensure that staff feel supported in dealing with incidents of bullying
· Ensure that all adults feel safe in discussing bullying from other adults within the school community, and action is taken to deal with this.

1.3 ANTI BULLYING RATIONALE

We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

We recognise that bullying may occur in the school at some time. We do not tolerate bullying, abuse or harassment of any kind.

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that in order to achieve this, children have the right to be educated in an environment where they feel valued, respected and safe.

Bullying deprives pupils of this right and denies access to the full curriculum. We believe that pupils who suffer regular ongoing bullying cannot achieve their full academic or social potential.

Bullying needs to be openly discussed and monitored. It will flourish when:
· It is explicitly or implicitly ignored
· Pupils are under the impression that it is something which they have to deal with themselves.
· Victims are seen as “bringing it upon themselves”

We are committed to:

• Reducing bullying and bullying behaviour within the school environment
• Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
• Closely linking approaches to anti-bullying work within the school ethos and philosophy
• Linking anti bullying work with existing Behaviour, Equal Opportunities and PSHE policy statements
• Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
• Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying

2. Bullying – what is it? Who?

2.1 **The Nature of Bullying**

There are many definitions of bullying; most consider it to be:

• Deliberately hurtful (including aggression)
• Repeated, often over a long period of time
• Difficult for victims to defend themselves against

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent should be investigated in line with guidance contained in both Behaviour and Anti-Bullying policies in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DfES Guidance 10/99 Social Inclusion: Pupil Support advises that :
“Bullying is usually part of a pattern of behaviour rather than an isolated incident”.

2.2 Forms of Bullying

It is important to remember that bullying behaviour forms part of a continuum of human behaviours. Children’s behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the

behaviours they see successfully modelled by others.

Bullying can take a number of forms, but three main types are:

• Physical – hitting, kicking, taking belongings, damaging personal property
• Verbal – name calling, insulting, making offensive remarks, text messaging, emails or writing offensive graffiti
• Indirect – spreading nasty rumours, exclusion from social groups

Name calling is the most common direct form, and may be due to individual characteristics, such as wearing glasses, colour of hair, etc., or because of a pupil's ethnic origin, disability, sexuality, religion, nationality, colour or accent.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community the school serves.

2.3 Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

2.4 Bullies

The term bully is certainly more complex than stereotypes imply, as are their

victims. One piece of school based research found there were 3 main types of bullies:
Confident bullies: physically strong enjoy aggression, feel secure, average popularity
Anxious bullies: weak academically, poor concentration, less popular, less secure
Bully/victim: bullies in some situations, bullied in others, very unpopular

2.5 Bullying of Specific Groups

Schools need to respond to the needs of Yenton's diverse communities and make explicit reference within anti-bullying policies to bullying that arises as a reflection of negative attitudes towards particular groups, all of whom have a right to feel safe within their school environment.

Yenton believes that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

8.2 Bullying, Child Protection and Looked After Children

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

It is vital that all staff within the school (including non teaching staff, such as LSAs and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

All Looked After Children should have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Looked After Child who is experiencing bullying.

2.6 Racist Bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. Schools are required under the Race Relations

(Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents. Birmingham Authority has set procedures and records that a school maintains and reports to the LA termly..

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

2.7 Bullying of Children from Faith Communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

2.8 Homophobic Bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word “gay” as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Information and advice on tackling homophobic bullying can be found at http://www.wiredforhealth.gov.uk/PDF/stand_up_for_us_04.pdf .

2.9 Gender Bullying (Sexual Harassment)

Sexual harassment or bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as ‘slag’, ‘slapper’, ‘bitch’, use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

2.10 Bullying Due to Ability, Disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become ‘provocative victims’. This behaviour may need to be addressed as a behaviour target on a child’s Individual Education Plan. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

2.11 Cyber-Bullying

As children have more access to the internet through phones, games consoles and computers, there are more opportunities for bullying in a very discrete way. Yenton takes part in the e-safety day every February and promotes computer safety with children through the SMART rules.

Whilst texting and cyber bullying usually takes place out of school, Yenton promotes a caring and pro-active approach, where the school will become involved and help resolve the situation.

Cyber bullying is a key concern for all members of the school community and is taken seriously.

3 Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective strategies schools must recognise the importance of this group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

• Attaching high importance to challenging bullying as part of a strong school ethos
• Teacher Continuous Professional Development
• Training for non teaching staff, including lunch time supervisors, volunteers and so on
• The curriculum
• Assemblies
• Pastoral systems
• Peer support initiatives
• Peer counselling
• School Council work
• Friendship stop
• Circle Time
• Peer mediation
• Prefect and monitor systems
• Buddying
• Mentoring
• Co-operative approaches to group work

• Improving mechanisms for reporting bullying

4 Strategies to combat bullying

4.1 **Whole School Strategies to Minimise Bullying**

- We have set up friendship stops where children can go if they are not enjoying playtime. Other children monitor the posts, and will be encouraged to help/support/deal with minor issues whilst referring on to staff more serious ones.
- A regular programme of PSHE work, with emphasis on role play, will support this policy.
- There will be regular teacher – class discussion, e,g during circle time, dealing with friendship / playtime issues.
- Worry boxes are in every classroom for children to anonymously share concerns and acquire solutions through circle times.
- Peer support will be strongly emphasised : children will be taught how to effectively support a bullied child and how to resist "joining in" with bullying;

4.2 The school response

All allegations of bullying will be carefully investigated;

•Pupil's, parents and staff will be encouraged to talk openly about the issue;

•As part of the curriculum, greater understanding of bullying in all its forms will be developed;

•Children will be taught strategies to help them deal with bullying situations which they may encounter;

•Staff will respond calmly and consistently to allegations or incidents of bullying;

•The school will protect and support all parties during school / extra curricular time and on school premises whilst issues are resolved.

Any child who is found to have used bullying behaviours, will be dealt with in accordance to the Behaviour Policy.

Any investigation resulting in the conclusion that bullying has gone on, is logged using the LA/School reporting forms, available in the HT office.

Staff are to liaise support through the school's pastoral manager.

4.3 School's strategies to support a child being bullied:

. Through assemblies and circle times, children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be

•A member of the School Council;

•Another teacher known to them;

•A Teaching Assistant:

•A Lunchtime Supervisory Assistant

• Peer Mediators

The children must be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.

- The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
- Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.
- If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.
- As a result of the discussion clear expectations are laid down as to:

•Expected behaviour and attitudes;

•Where the bullying child should be at specific times of the day;

•Who they should report to, and when:

•Who they should keep away from:

•What are the arrangements for beginning/ending lessons, lunchtimes, staring and ending day.

Individual circumstance will determine the precise arrangements to be made.

4.4 DFES ADVICE TO CHILDREN FROM "DON'T SUFFER IN SILENCE"

If you are being bullied
· try to stay calm and look as confident as you can
· be firm and clear - look them in the eye and tell them to stop
· get away from the situation as quickly as possible
· tell an adult what has happened straight away

After you have been bullied
· tell a teacher or another adult in your school
· tell your family
· if you are scared to tell a teacher or an adult on your own, ask a friend to go

with you
· keep on speaking until someone listens and does something to stop the bullying
· if your school has a peer support service, use it
· don't blame yourself for what has happened

When you are talking to an adult about bullying
Be clear about
· what has happened to you
· how often it has happened

· who was involved:
· who saw what was happening
· where it happened
· what you have done about it already

If you experience bullying by mobile phone text messages or e mail
· when necessary, encourage your parents to report incidents to the police
· tell a parent, friend or teacher
· be careful who you give your mobile phone number or e mail address to
· make a note of exactly when a threatening message was sent

a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
c) Do not be, or pretend to be, friends with a bully.

4.5 **A witness' response to bullying.**

If you see someone being bullied:

•DON'T rush over and take the bully on;

•DO let a teacher or other staff member know;

•DO try to be a friend to the person being bullied;

•DON'T be made to join in;

• DO try to help the bully stop bullying.

5 The Impact of Bullying

5.1 The Impact of Bullying on Children and Schools

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and

general health and well being. They may begin to view themselves as failures. Extreme cases have led to suicides.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti social and disordered behaviour patterns.

School: The reputation of the school will suffer if schools are not seen to address concerns about bullying positively and raise the profile of their anti-bullying work among the whole school community.

Academic Attainment and Attendance: Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

A healthy and strongly supportive school ethos is arguably one of the most important anti-bullying tools a school possesses.

5.2 Supporting and Involving Parents and Carers

Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that can be taken to ensure parental involvement include:

• Regular consultation and communication with parents about bullying, its causes and its effects

• Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents

• Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents

• Ensuring all school staff are aware of the school’s bullying policy so that they can respond appropriately and sensitively if approached by a parent

• Involving parents of bullies and victims at an early stage

• Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur.

5.3 Signs for parents and staff to look out for:

We think that children 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 of walking to or from school
- doesn't want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

5.4 Partnership with Parents

http://www.bullying.co.uk/ is a very useful website that offers help and support and they can be contacted on 0808 8002222

Or ring ChildLine freephone 0800 1111, or write to:
Freepost 1111, London N1 0BR.
The phone call or letter is free, this is a confidential helpline

6. Advice to parents

6.1 ROLE OF PARENTS

All schools are likely to have some problem with bullying at one time or another. Parents have an important part to play in our anti-bullying policy. Watch out for signs indicated in section 9.2. Parents are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

We ask parents to:

a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, not complete work to their usual standard, become withdrawn or particularly quiet. (section 9.2 offers more detail).

b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc. Care must be taken to ensure that this does not become intrusive or an interrogation of daily actions.

c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.

d) If a child has bullied your child, please do not approach that child in the playground or involve an older child to deal with the bully. Please inform school immediately.

e) It is important that you advise your child not to fight back. It can make matters worse!

f) Tell your child that it is not their fault that they are being bullied.

g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

h) If you know your child is involved in bullying (either as a victim or a perpetrator of bullying), please discuss the issues with them and inform school. The matter will be dealt with sensitively and appropriately. Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.

6.2 IF YOUR CHILD HAS BEEN BULLIED

· calmly talk with your child about his/her experience
· make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
· reassure your child that he/she has done he right thing to tell you about the bullying
· explain to your child that should any further incidents occur he/she should report them to a teacher immediately
· make an appointment to see your child's class teacher
· explain to the teacher the problems your child is experiencing

6.3 WHEN TALKING WITH TEACHERS ABOUT BULLYING

· try to stay calm, bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
· be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
· make a note of what action the school intends to take.
· ask if there is anything you can do to help your child at the school.
· stay in touch with the school; let them know if things improve as well as if problems continue.

6.4 IF YOU FEEL YOU NEED MORE SUPPORT

· check with the school anti-bullying policy to see if agreed procedures are being followed.
· make an appointment to discuss the matter with the Headteacher; a record of the meeting will be kept.
· You can then follow the school complaints procedure if you feel the matter has not been dealt with correctly.

Policy written by Mark Cadwallader 2013

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