ANTI-BULLYING POLICY

Other related policies, legislation and documentation:

Child Protection and Safeguarding Policy
Equality Policy
Behaviour Policy
Preventing and Tackling Bullying, DfE 2011
Equality Act 2010
Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for   Schools" (64/2000), DfE 2000
Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

1 INTRODUCTION

1.1 Statement of Intent

This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 as taught at Pooles Park Primary School**.**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively.

This policy has been written by the children at Pooles Park Primary School with the help of the staff. Children from across the school were asked for their opinions and ideas and this information was examined and used by a working group of seven children from years three to six to write this policy. It was updated in 2012 with the help of the School Council and the Bully Busters and again in 2013 with the help of children, staff and governors. A child-friendly version of this policy (written in more child accessible language) is available.

Bullying is unacceptable in our school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Pooles Park Primary school aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide

1.2 Objectives of this Policy

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when she is feeling vulnerable.

We will ensure that:
  -   all governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
  -   all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
  -   all pupils and parents/carers 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/carers should be assured that they will be supported when bullying is reported.
  -   bullying is not tolerated.

2 DEFINITION

2.1 What Is Bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

At Pooles Park we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

Physical includes:
- pushing, kicking, hitting, punching or any use of violence
- any form of unwanted physical contact

Emotional includes:
- being unfriendly, name-calling, sarcasm, spreading rumours, teasing or tormenting
- excluding

Verbal includes:
- racial or cultural taunts, graffiti or gestures
- sexually abusive comments, graffiti or gestures
- comments made because of, or focussing on, the issues of gender or sexuality
- comments made because of, or focussing on, somebody's disability or their physical appearance

Cyber includes (see Appendix):
- abuse of the internet to hurt others, such as misuse of email and internet chat rooms, in particular Facebook or Twitter
- mobile threats by text messaging or calls, and misuse of associated technology, i.e. camera and video phone facilities

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs or disabilities. (SEND)
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (cyber bullying)

Roles within Bullying

Different roles within bullying have been identified:
- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.

- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing

2.2 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.
Pupils who are bullying need to learn different ways of behaving.
Schools have a responsibility to respond promptly and effectively to issues of bullying.

Maintained schools are now being inspected by Ofsted on how they meet the four following judgments:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school

as well as:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

This extends to schools' work to prevent and tackle bullying and to create an environment where all children feel included and can enjoy learning.

3 PREVENTION

3.1 Context

Bullying occurs at every school. At Pooles Park Primary School we believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficult, and including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from bullying.

Knowing where and when bullying is most likely to occur and the form it most often takes at the school is a vital first step towards dealing effectively with the problem.

From research done with children across the school we know that:

- the safest areas of the school are the classrooms, the halls and the main entrance.
- the areas where bullying occurs occasionally are the toilets and the corridors and outside the school gates.
- the areas where bullying is most likely to occur are the playgrounds and garden, especially any areas of the playground that are less visible.

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- follow a week of themed activities during national anti-bullying week
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds
- train Bully Busters to patrol the playgrounds looking for any incidents of bullying and organise and encourage inclusive games.

3.2 Signs and Symptoms

A child 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 go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

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

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person (PCM, IM, DHT, AHT, HT)

4 PROCEDURES

4.1 Procedures to follow when bullying is reported

At Pooles Park Primary School Primary School, we believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.

4.2 Reporting and Recording

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carer feels comfortable with can be approached.
2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary, and the bullying stopped quickly. In cases of serious bullying, the incidents will be recorded by staff in class files and will be recorded by the PCM or SLT in a central file.
3. In serious cases all parents/carers will be informed and may be asked to come in for a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to the pastoral care manager for further support if necessary.
6. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to the pastoral care manager for further support if necessary.

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

4.3 Outcomes

1. The bully (bullies) will be asked to genuinely apologise. We will always attempt to reconcile pupils involved.
2. Other consequences for the bully may take place depending on the seriousness of the problem. **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Involving Parents

4. Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.

5. Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

5 THE ROLE OF STAFF (duties)

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and
- report to the governing body.

The Deputy Head/ Pastoral Care Manager will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents;
- refer and liaise with inter agency working groups if necessary;

- arrange relevant pupil training and determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- report records of bullying to the PCM so that they can record them on the appropriate forms
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.
- teach the anti-bullying programme in the PSHE and Citizenship courses.

6 THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a PSHCE programme, school assemblies, the school council, use of form time and in the curriculum as appropriate.
- The Pastoral Care Manager and PSHCE Lead are responsible for initiating and developing an anti-bullying programme as part of the PSHE and SEAL course.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.

7 MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

8 HELP ORGANISATIONS

Kidscape Anti-Bullying Parent Support line: 08451 205 204

ACE- Advisory Centre for Education: 0207 354 8321

Parentline Plus: 08088002222

Children's Legal Centre: 08453454345

Bullying Online www.bullying.co.uk

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

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Stonewall (homophobic bullying) www.stonewall.org.uk

Childnet International (cyberbullying) www.childnet-int.org

Mencap (disablist bullying) www.mencap.org.uk

Approved by school governors:

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CYBER BULLYING

What is it?

- "Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself."

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Combating cyber bullying

- Protection from Harassment Act '97
- Malicious Communications 1988
- Telecommunications Act 1984

School Policy on Cyber Bullying

No pupil mobile phones are allowed in school except for Year 6 who can bring them in but must leave them with the school Office in the morning and collect them at the end of the day. Year 6 can bring in mobiles for safety reasons because they are permitted to travel to and form school without their parents.

- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- victims should keep emails and text as evidence for tracing and possible police action.
- the school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Pooles Park Primary believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

For more information on E-safety please see the school's E-Safety Policy.