

# Anti-Bullying Policy

## 1. Aims

The school's *Behaviour Policy* has the following aims:

- To promote self-discipline and proper regard for authority among pupils
- To encourage good behaviour and ensure that the standard of behaviour is acceptable
- To create a school community which is based on care for and consideration towards other people
- To promote and maintain a positive school climate and ethos

In order to further promote these aims, the *Anti-Bullying Policy* aims to:

- Minimise incidents of bullying in the school
- Deal effectively with any reported incidents of bullying
- Ensure the whole school community is aware of the signs and symptoms of bullying and knows the procedures to follow

This school does not tolerate bullying.

Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

We recognise that:

- bullying will happen from time to time in our school
- the fact that it is not always reported does not mean it is not happening
- bullying makes children's lives unhappy and can hinder learning

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion.

## 2. Roles and Responsibilities

The Head Teacher is the school's anti-bullying coordinator and has responsibility for keeping the policy up to date, ensuring the policy is implemented effectively and consistently, monitoring the instances of bullying, reporting to governors at least annually and consulting periodically on the approach and effectiveness of the policy.

The Head Teacher is responsible for the day to day implementation of the policy including maintaining the prevention strategies, promoting an awareness of the signs and symptoms of bullying, managing any bullying incidents and the on-going support of victims and perpetrators.

All staff are responsible for maintaining a high awareness of any potential bullying situations and supporting and implementing the approaches and procedures outlined in this policy.

There is a nominated governor with responsibility for behaviour and anti-bullying. Governors receive an annual analysis and evaluation of behaviour and bullying incidents in the *Pupil Well-being Monitoring Reports*.

### 3. Principles

- We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We want our school to be safe and happy for everyone.
- Bullying of any kind is unacceptable in our school.
- If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.
- We are a *Telling School* where there are *no bystanders* and *no excuses* - anyone who knows that bullying is happening is expected to tell an adult. Everyone should play their part in making sure nobody gets upset or gets left out.

### 4. Definitions

**Bullying is the use of aggression with the intention of *hurting* another person and which results in pain and distress to the victim**

We recognise that children can be <b>hurt</b>	
<b>Physically</b>	being hit, kicked, pushed or pinched
<b>Verbally</b>	being called names, teased, criticised, shouted at or being the subject of rumours
<b>Emotionally</b>	being left out of games, ignored, avoided, tormented, subjected to gestures, receiving threatening or unpleasant texts, e-mails or other electronic messages
<b>Sexually</b>	having unwanted physical contact or receiving abusive comments, messages, texts or e-mails
We believe that <b>bullying</b> occurs when one child (or a group of children) <b>hurts</b> another child	
- <b>On purpose</b>	
- <b>Over and over again</b>	
- <b>Knowing that it upsets them</b>	
Bullying may focus on different personal characteristics. All are equally unacceptable: appearance, disability, special needs, gender, faith, race, ethnic background, sexual orientation or home circumstances.	

**Cyber Bullying** is the use of ICT (particularly mobile phones and the internet) to deliberately hurt someone. We recognise that Cyber-Bullying has additional unwelcome features:

- The invasion of **home and personal space** at any time of the day or night
- The potential for messages/images to be circulated to **many people very rapidly**

- The increased probability of cyber bullies remaining **anonymous**
- The potential to be bullied by someone of **any age, size or generation**

## 5. Common Mis-Conceptions

The school works to counter the following common misconceptions about bullying:

- *Bullying is just a normal part of growing up and is character building*
- *Bullying has always happened and it doesn't hurt anyone*
- *Only boys bully*
- *Don't tell or you're a sneak*
- *Some bullying is worse than others*
- *Bullying only takes place between children*

### **In fact:**

Bullying is unacceptable behaviour and should not be accepted as normal.

All bullying damages the self-esteem of victims and bullies.

Boys tend to bully other boys – usually using threats and physical aggression.

Girls tend to bully other girls – usually using verbal and emotional forms of bullying.

Bullies depend on a code of silence – breaking that code is often the first step in prevention.

There is no hierarchy of bullying – all forms need to be taken equally seriously

Bullying can take place between children and staff and between staff

## 6. Prevention

The school aims to create an ethos which recognises that bullying is unacceptable. We promote the national *Anti-Bullying Week* each November. Clear input is provided on the dangers of cyber-bullying and our E-Safety Policy is publicised widely, including information for parents.

The school's approach to dealing with bullying is therefore promoted regularly and will usually take place near the beginning of the school year, when expectations of class and school behaviour are reaffirmed, based on the following messages:

We aim to create a **Telling School with No Bystanders**.

The most effective deterrent to bullying is other children. We expect children to challenge bullying in all its forms. We expect children to report any bullying whether as a victim or as a witness. Telling is seen as an obligation and not as telling tales. Bullies should know that their actions will be reported automatically and that they cannot rely on the silence of victims or bystanders to protect them. Anyone who knows that bullying is going on and says nothing is colluding in the bullying.

We do not accept **False Excuses**.

If the child says the incident was a **game**, did everyone join in? Was anyone left out? Was everybody happy to play? If it was really a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

If the child says the incident was a **joke**, was everyone laughing? Did everyone find it funny? If it really was a joke, everyone should have enjoyed it.

If the child says the incident was an **accident**, was there an apology? Did someone fetch help? Was the victim comforted? If it really was an accident, the victim would be treated accordingly.

If the child says they only **borrowed** something, did the owner give permission? How does the owner feel about his/her possession being taken? If it really was borrowed, the owner would know about it and have given permission.

We try to help children avoid using the words **just** and **only** in their explanations. Thus, *I just kicked him once* becomes *I kicked him once*. *We were only teasing you* becomes *We were teasing you*.

## 7. Signs and Symptoms of Bullying

A child may indicate that they are being bullied by signs or changes in their behaviour. All staff should be aware that these are *possible* signs and that they may need further investigation.

If the child:

- Is frightened of walking to or from school
- Is unwilling to come to school or feels ill in the mornings
- Begins to do poorly in school work
- Becomes withdrawn, starts stammering, loses confidence
- Regularly has clothes or books damaged
- Cries easily or has nightmares
- Becomes distressed or stops eating
- Becomes disruptive, aggressive or unreasonable
- Is frightened to say what is wrong
- Has possessions or money go missing regularly
- Has unexplained bruises, scratches or cuts
- Starts stealing money (to pay a bully)
- Begins to bully other young children
- Is anxious about seeing texts or messages on social media

These signs and behaviours could indicate other problems as well, including abuse, but the possibility of bullying should be investigated.

## 8. Helping Children deal with Bullying

The school offers support and suggestions for dealing with bullying. For victims, these include:

- ignoring or laughing at the bullying,
- being firm and saying *no* loudly and clearly
- saying clearly that what the bully is doing is not acceptable
- getting away from the situation as quickly as possible
- walking away in a confident manner,
- staying with a group or seeking out other friends
- and telling an adult.

We do not allow children to *give as good as they get* or to hit back.

Wherever possible, the children concerned will be reconciled using the principles of restorative justice.

## 9. Supporting the Bully

Some children may get involved in bullying for a very short period and quickly learn that the behaviour is unacceptable. Some children become regular bullies because:

- They like the feeling of power
- They are spoilt and expect everyone to do as they say
- They feel insecure, inadequate or humiliated at home or at school
- They may have been abused or are bullied themselves
- They are under pressure to succeed at all costs

We try to help them to accept responsibility for their behaviour and recognise the consequences. We offer them the chance to apologise, in person or in writing, and to change their behaviour.

Children who bully usually need to achieve some success to make them feel good about themselves. Parents can help by:

- remaining calm
- talking to their child about their behaviour
- trying to find out why they are bullying
- discussing the situation with staff
- setting realistic but firm guidelines for their child's behaviour
- ensuring that their child apologises, in person or in writing, to the victim

### Resources

*Kidscape* publish a number of helpful books and booklets:

## 10. Reporting Bullying Incidents

Any allegation of alleged bullying will be dealt with following the anti-bullying procedures.

**Children** are encouraged to report bullying incidents, whether as victims or witnesses, to a member of staff, whether teaching or support staff. Staff will *accept* what children say whether or not they *believe* everything that is said. Children may also make use of a *Worry Box* to write down their concerns.

**Parents** are encouraged to contact a member of staff in person, by phone, note or e-mail if they have any concerns. An appointment will be made for any parent wishing to meet with a member of the senior staff as soon as possible.

**Staff members** should inform the Anti-Bullying Coordinator of any concerns they have about alleged victims or perpetrators (whether a child, parent, visitor or member of staff) especially if problems persist after initial interventions have been put in place. Serious or repeated bullying incidents *must* be reported to the Head Teacher.

**Visitors or witnesses** who see or suspect bullying is taking place should inform a member of staff or contact the school office in person, by phone, note or e-mail providing details of any people involved and alleged behaviour.

## 11. Dealing with Bullying Incidents

When a report of an alleged bullying incident is received, the following procedure is followed:  
*Investigating*

1. A member of staff (usually either the victim's class teacher or the Head Teacher) will talk with the victim first and note what the child says happened and who else was involved or witnessed what happened

2. A member of staff will talk individually with any witnesses and note their version of what happened
3. The member of staff will talk with the alleged bully and note their version of what happened. If a group is involved, they will be talked to separately.

#### *Recording*

4. If bullying is confirmed, the Head Teacher will be informed and a record made in the Head Teacher's Behaviour Log Book. A *Bullying Incident Form* will be completed outlining the circumstances and any action taken.
5. Any drawing, notes, messages, e-mails, texts, photos or other evidence will be recorded or saved.

#### *Applying Sanctions*

6. The bully will be asked to apologise, verbally or in writing, and, where relevant, will be told to remove any offensive messages or pictures in books, on phones or on computers.
7. They will receive a Formal Warning and an appropriate sanction within the school's Behaviour Policy, depending on the circumstances. Parents may be asked to ensure mobile phones are not brought to school.

#### *Reporting*

8. The outcome of the investigation, together with any sanction applied, will be shared with the victim and the child (and parent if applicable) who reported the incident.
9. Repeated incidents and more serious incidents will be reported to the Head Teacher. *Bullying Incident Forms* will be completed and logged in the Head Teacher's Behaviour Log Book.

#### *Monitoring*

10. Staff will check with all the children concerned during the following few days to check that all is well and to ensure that there have been no similar incidents.
11. The Head Teacher will monitor entries in the Behaviour Log Book and *Bullying Incident Forms* to ensure patterns are identified and appropriate action taken.

#### *Future Action*

12. If there is repeated or serious bullying behaviour, parents will be informed and asked to a meeting to discuss the problem with the class teacher or head teacher.
13. Repeated bullying will result in sanctions being applied using the Behaviour Policy's sanctions.

## **12. Policy Development**

The school's approach to bullying and this policy was formulated following appropriate consultation including staff and governor meetings. It is promoted and monitored through parent newsletters and occasional pupil or parent surveys.

The policy is regularly reviewed and updated in line any revised national advice.

**Policy Dated: July 2017**

# BULLYING INCIDENT FORM

School Akaal Primary School

Date of Incident

Time of Incident

**Nature/Type of Incident** (Please Tick)

<i>Extortion</i>		<i>Personal possessions taken/damaged</i>	
<i>Isolation/Being Ignored or Left Out</i>		<i>Forced into something against will</i>	
<i>Physical</i>		<i>Written</i>	
<i>Verbal (Name-Calling, Taunting, Mocking)</i>		<i>Spreading Rumours</i>	
<i>Cyber (Email, Internet, Text)</i>		<i>Other (please specify)</i>	

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					

4					
5					
6					

\*Role: **V** Victim      **P** Perpetrator      **R** Ring Leader      **A** Associate      **B** Bystander

**Location of Incident (Please Tick)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		

\* Reminder: These incidents should be recorded separately.



<b>Brief summary of Incident</b>

<b>Action Taken</b>
Generally
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

In "Action Taken", please include any exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:
--------------------	-------