

Acomb First School

Headteacher Mrs Angela Speed



Anti-Bullying Policy

Written by: Mrs Angela Speed Date: Jan 2017

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1. RATIONALE

Schools are required under the Education Act 1986, to be responsible for maintaining acceptable standards of discipline and behaviour and for regulating the conduct of their pupils. Embodied in our school aims is the intention to create a school environment where bullying has no place and where children are safe and happy. Bullying causes particular misery and disruption to the learning of individual pupils.

- To accept that all schools can have incidents of bullying and that as an effective caring school we need a consistent set of strategies to deal with them.
- We have a duty to tackle bullying in school as it affects children's welfare, happiness, self-esteem, confidence and ultimately educational achievement.
- Action against bullying has to be seen as part of the school's approach to promoting the spiritual, moral, social and cultural welfare of the children and developing the school's partnership with the wider community.

2. AIMS OF SCHOOL AS THEY RELATE TO THIS POLICY

- to work together as a community to build a happy, secure framework within which all can learn and live in peacefully and respectfully.
- to be school that demonstrates in its practice its commitment to equality of opportunity for all

AIMS OF POLICY

To do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.

To produce a consistent school response to any bullying incidents that may occur.

To make it clear to all those connected with the school of our opposition to bullying; to make clear each person's responsibilities with regard to the eradication of bullying in our school.

DEFINITION OF BULLYING

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. To do this the bully has to have some type of power over the victim which is not always recognised by others. It is defined by the DfE as the following three things:

- deliberately hurtful behaviour
- repeated often over a period of time
- being difficult for those being bullied to defend themselves

Bullying includes

- Emotional
- Verbal; name-calling, insulting,
- Physical; hitting, kicking, and taking belongings
- Racist; racist remarks
- Sexual

- Homophobic
- Cyber
- Bullying related to SEND

It can be indirect - spreading nasty stories or excluding someone from social groups
In a First School it is possible that young children unused to the environment of the playground and exposure to a large group of children may misinterpret careless or thoughtless behaviour or mean behaviour as bullying. The moral development of young children should be taken into account when discussing bullying with them. We will outline the differences between behaviour that is 'mean or unkind' and that which is bullying. It is NOT falling out with friends, saying nasty things about the friends that have been fallen out with or playing the occasional trick or prank.

Cyber Bullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and young people have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

4. SIGNS AND SYMPTOMS THAT BULLING MAY BE TAKING PLACE

The pupil

- Doesn't want to go to school
- Changes a usual routine
- Becomes withdrawn or anxious and lacks confidence
- Begins stammering speech
- Runs away
- Cries themselves to sleep and or has nightmares
- Feels ill in the morning before school
- Begins to under-perform at school
- Has clothes and or books torn or damaged
- Has possessions that go missing
- Asks for extra money
- Has unexplained bruises
- Becomes aggressive, disruptive or unreasonable
- Begins to bully other children or siblings
- Stops eating

- Is frightened to open up
- Gives improbable excuses for any of the above

5 GUIDELINES FOR DEALING WITH BULLYING

- Complaints will be dealt with firmly, fairly and promptly
- Help and support will be given to both the victim and the bully.
- Recognise that bullying can take so many forms it is important not to have a stereotypical image of a bully
- Be aware of the children who may be victims. They can be shy or lonely. They can have special educational needs or come from a different racial, ethnic or social group than the majority of children in the school. Children who come from a very protective family environment may be victims. Some children can appear to provoke bullying by their own behaviour towards others. Nonetheless all children are entitled to be protected against bullying.
- All members of the school community, teaching and non-teaching staff, parents and children need to know that bullying is totally unacceptable and that any instances will be dealt with.
- Parents will be made aware that they can contribute to 'cyber bullying' by inappropriate use of social networking that identifies a child or a member of staff.
- Children may tell an adult in school or at home that they are being bullied and they should be listened to. However, it is important to be aware that young children do not always tell because they do not have the ability to do so and/or because they are intimidated by the situation. We emphasise that adults are ready to listen to children and that we do not dismiss any thing as "telling tales".
- Adults supervising children in all areas should be vigilant in ensuring a safe and orderly environment and be alert to identifying children who are isolated or distressed.

6. EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS

Both girls and boys bully others. Children of all social classes and levels of academic ability may bully. Boys may bully as individuals or in a gang. Girls are most likely to bully in a group, often bullying in ways that are difficult to detect, particularly in excluding individuals or groups. As victims, boys are more likely to be physically threatened and girls more likely to be subjected to unpleasant campaigns of rumour and name-calling. A child with a special educational need that is obvious to others may be a target for bullying. The school's practice of not highlighting differences between children is the best support for these children. Particular vigilance is called for where a child's special educational need makes them physically or emotionally vulnerable.

7. STRATEGIES FOR COMBATING BULLYING

Teachers will use positive teaching strategies across the curriculum to improve relationships and build self-esteem. This Anti-bullying policy is part of the school's overall concern to promote a healthy, happy and positive environment with excellent care for all children's needs.

A Discipline

The best protection against bullying comes when all parts of the school day and the school environment operate in an orderly and disciplined way. By developing, encouraging and rewarding co-operative behaviour we are working to create an environment where bullying will not thrive.

B Child Protection

Staff should make reference to updated guidelines on Child Protection and the requirement for them to act on any issues which concern them about a child's welfare and safety.

C Acts of Collective Worship

Within the acts of collective worship there opportunities to address the issue of bullying. These include

Everyone is special

Helping - helping each other

Forgiveness

Keeping safe

Being special

Friendship

Team work

Friends

Celebrating differences

Worries

D Cross Curriculum Links

- Religious Education which teaches about a range of cultures and religions and seeks to develop acceptance and tolerance of different beliefs.
- PSHE lessons
- Story opportunities

7. ROLES AND RESPONSIBILITIES

THE ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support staff) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may

decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher 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 take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

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 headteacher, the teacher informs the child's parents. All incidents including feedback from parents is logged.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment 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. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

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

We are happy to discuss issues of a child's welfare as well as their educational achievement at any point in the school year and believe in dealing with any concerns as soon as they arise.

Parents, 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 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.

THE ROLE OF GOVERNORS

The governing body supports the headteacher 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, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

8. RESPONDING TO AN INCIDENT

All staff should be proactive in creating an ethos where positive behaviours are rewarded and praised.

Children should be reminded that they must report any difficulties they are having in the playground to the member of staff on duty or to another member of staff that they feel comfortable talking to as soon as possible.

Most incidents of playground disputes can be resolved by discussions with the children concerned. It is important to allow all the children involved an opportunity to put their

point of view and for the member of staff to adopt a 'problem solving' approach rather than an interrogational or accusatory approach.

Members of staff on duty in the playground or at lunchtime should report and log incidents where they have had to intervene to the class teacher. In this way the pattern of incidents can be monitored and the needs of individual children be highlighted.

(Incident log kept in office)

More serious incidents including repeated incidents should always be brought to the attention of the head teacher.

The parents of victims and bullies will be involved in the event of a serious incident and/or repeated incidents.

Any sanctions that are taken against individual children should consider the needs of the victim, the needs of the bully, the ages of the children concerned and the severity of the incident.

Time needs to be invested to ensure all are listened to and that support is available after any incident. Informal chats can be arranged to continue to monitor. The child who has bullied should know there will be ongoing involvement, e.g. head teacher and teacher checking and the victim should know there will be ongoing support.

9. MONITORING AND EVALUATION

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors may analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Established January 2017

Agreed by Governors March 2017