

## **NORTHBOROUGH PRIMARY SCHOOL ANTI-BULLYING POLICY**

This policy should be read in conjunction with the Pupils' Code of Conduct, the Staff Code of Conduct, the Personal, Social and Health Education (P.S.H.E.) policy and supporting P.S.H.E. documentation (principally the KS1 and KS2 Keeping Safe documents).

### **AIMS**

- to promote a consistent approach in a secure and happy environment in which all types of bullying are regarded as unacceptable
- to show commitment to dealing with bullying by practising zero tolerance
- to make staff aware of their role in fostering the knowledge and attitudes which help to counter bullying by taking positive action through appropriate Personal, Social and Health Education activity
- to inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment

### **DEFINITIONS**

We need to define and distinguish between bullying behaviour and other forms of anti-social behaviour. Pupils' understanding varies with age. Younger children may confuse bullying with fighting and nasty experiences generally. Older children develop a more mature understanding.

#### **Definition of Bullying**

Bullying is, "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally."

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

*(Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007)*

#### **Forms of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to disability or special educational needs
- Bullying related to health conditions or appearance
- Bullying related to sexual orientation
- Sexist or sexual bullying
- Cyber bullying
- Bullying of young carers or children in care or otherwise related to home circumstances

**These behaviours will be deemed to be bullying where the behaviour is deliberate and keeps happening to the same person, especially where that person cannot easily defend him/herself, perhaps because he/she is smaller, not as strong or is outnumbered.**

## **PROCEDURES**

### **Responsibilities**

The whole school community should understand that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and to implement it accordingly
- The Headteacher to communicate the policy to the school community
- Pupils to abide by the policy

Key actions/messages for staff

- To be vigilant for potential problems
  - observe social relationships between pupils in the class
  - don't rely on stereotypes of bullies or the bullied
  - take particular care that newcomers are helped to settle
  - be curious about changes in a child's behaviour, attitudes or achievements which may be a result of unhappiness caused by bullying
- To be ready to listen if approached by a possible victim, friend of a victim or parent
  - take any potential bullying incident or report seriously
- To investigate as fully as possible
  - Listen carefully to all parties involved
  - Remember that even if a number of children are saying the same thing, this *may* not be the truth – the desire to support a friend *can* alter perceptions!
- To take appropriate action, or refer the matter to a senior member of staff for further investigation/action.
  - take action as quickly as possible (to be seen to act is as important as action)
  - reassure the victims, without making them feel inadequate or foolish
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying behaviour
  - let pupils know that the school cares about bullying
  - use Circle time to explore the effect of actions on others
  - use curriculum opportunities where appropriate and deliver the agreed P.S.H.E. programme for the year group
- To take an active role, where appropriate, in any action plan devised to support both victim and bully.

- To foster by example the values of the school

### **Sanctions**

It is very important that the positive aspects of praise and reward should have great emphasis for general behaviour management. Praise and encouragement should be used as much as possible, but anti-social and bullying behaviour will require appropriate sanctions and punishment. The school's approach to this issue is fully detailed in the Staff Code of Conduct and summarised below:

For anti-social behaviour, consider

- removal from the situation to calm down
- reprimand
- change of seat
- repeat of work / additional work / homework
- loss of playtime or lunch time
- clearing litter, cleaning up, etc. (especially if the punishment fits the crime!)
- restriction of movement (e.g. not getting out of seat, confined to playground rather than having access to school field)
- a written apology
- withdrawal of privilege of working in class
- contacting parents on an informal basis

For more serious incidents:

- Reference to Head/Deputy who will reconsider any of the above before 'escalating' the punishment by:
  - contacting/seeking an interview with parents
  - isolating pupil from peer group
  - daily report (can be in a written form to go home)
  - involvement of outside agencies (EWO, Behaviour Management Team, School Support Officer, Educational Psychologist)

It is important for everyone, including the children themselves, to realise that the level of sanction can and will vary from individual to individual, and from situation to situation depending on:

- the seriousness of the incident
- the age of the child
- the history of the child
- other mitigating factors (which sometimes have to remain confidential)

**Where there is clear evidence of bullying the Headteacher will seek interviews with the parents of all parties concerned to discuss and agree a way forward.**

Temporary exclusion for 'cooling off' purposes may be considered in serious cases, with agreed support strategies in place for the child's return.

Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. This is a legal issue: procedures must be correctly followed and the process must be fully documented. Only the Headteacher may actually exclude.

## **Recording and Monitoring**

All incidents of bullying (or suspected bullying) must be brought to the attention of the Headteacher. A record of the detail of incidents will be kept by the Headteacher. All staff will be made aware of any current problems between children, as a matter of routine. It is essential that midday supervisory staff are aware of this policy and procedures and are fully informed to enable effective monitoring on their part.

Parental support can be the key to success in anti-bullying initiatives. Regular consultation and communication is essential and concerns raised must be taken seriously and properly investigated. Parental involvement is essential to the success of action plans devised to overcome difficulties between children.

Regular and repeated follow up is required (by class teacher, Headteacher and parents) to check that the bullying has not resumed.

A report will be made annually to the Governing Body giving an overview of the number and type of incidents recorded, the success of the action taken, and any review necessary.

## **INTERVENTION TECHNIQUES**

Effective supervision of playground

Identification of unsafe areas

The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how to manage their relationships with others constructively.

The school's PSHE framework identifies opportunities for such work and encourages the use of Circle Time to explore topical issues.

The assembly schedule for each term will allow for anti-bullying issues to be explored

Organisations such as CROPS will be invited to undertake anti-bullying workshops where appropriate.

Termly PSHE curriculum plans will be monitored for appropriate activity

Reviewed at Full Governors meeting December 2012

Review December 2014

## APPENDIX 1

### Key statements from 'Staying Safe' – A Personal Safety Programme For Schools

#### Staying Safe Key Stage One

#### **Theme Four: Bullying Behaviour (including racist bullying)**

##### **In 'Bullying Behaviour' I can learn to:**

- Say what bullying behaviour is and include racist bullying in my understanding of the term.
- Talk about any times when I have been bullied.
- Say what it feels like to be bullied.
- Say how it feels to see someone else being bullied.
- Say how people who see bullying behaviour happening can help to stop it.
- Name adults in my safety circle whom I can tell if I am bullied.
- Show and tell about:
  - What I should do if people: call me names; make racist comments about me or others; leave me out of games; keep on doing any of these things.
- **Places in school where bullying happens**
- Places outside school where bullying happens.

##### Key Messages

1. Bullying behaviour is always wrong.
2. Bullying behaviour makes people feel very unhappy.
3. No-one deserves to be bullied.
4. Hitting back can make things worse.
5. Always tell about bullying behaviour.
- 6.

##### Keeping Safer

- I can say 'no' to bullies if it is safe to do so.
- If I have to, I can give bullies what they want to avoid getting hurt – but I will always tell afterwards.
- I can pretend to take no notice of name calling, but I can tell an adult if it doesn't stop.
- I can tell my friends if I am being bullied.
- I can walk away from bullies and tell an adult in my safety circle.

##### **By the end of Key Stage One, children should be able to:**

- Identify the behaviours that are called bullying, including racist bullying.
- Identify places where bullying behaviour happens.
- Describe how it feels to be bullied.
- Identify strategies to use if they are bullied.
- Identify strategies to use if they see someone else being bullied.
- Name appropriate adults to tell about bullying behaviour.

#### Staying Safe Key Stage Two

#### **Theme Three: Bullying Behaviour**

#### **(including racist bullying)**

#### **Years 3 and 4**

##### **In Bullying Behaviour I can learn to:**

- Describe different types of bullying behaviour, including racist bullying.
- Identify places both in and out of school where bullying happens.

- Describe any experiences I have had of: being bullied; seeing someone else bullied; bullying someone, and
- Say how I felt when these things happened.
- Suggest reasons why people behave in a bullying way.
- Suggest reasons why some people may be picked on at a particular time.
- Suggest and show in role play some of the things I could do when: someone tries to hurt me; I am called names; people make fun of me because of my colour, religion or background; I am threatened; my things are damaged or taken away from me; I am left out; people make gestures at me; I am nearby, watching, when bullying happens to someone else; I hear people saying racist things.
- Name trusted adults I can tell about any kind of bullying.

### Key Messages

1. Bullying is always wrong.
2. Bullying makes people very unhappy.
3. No-one has the right to bully others.
4. Telling about bullying usually helps to stop it happening.
5. Keeping bullying a secret hurts us and helps the bullies.

### Keeping Safer

- Sometimes, saying “No!” is enough.
- I can ask my friends for help.
- If I hit back I can make things worse. It’s better to walk away and tell.
- Telling is the best way to stop bullying. I should always tell if it happens to me or if I know it is happening to someone else.
- We should help each other in bullying situations.

### Staying Safe Key Stage Two

#### **Theme Three: Bullying Behaviour (Including racist, sexist and homophobic Bullying) Years 5 and 6**

#### **In Bullying, I can learn to:**

- Say what bullying behaviour is, including examples of racist, sexist and homophobic bullying.
- Describe the effects of bullying on: people who are bullied; bystanders; people who bully.
- Suggest how these effects might get worse as time goes on if bullying is not stopped.
- Help my class to make a questionnaire to discover how often bullying happens in our school.
- Talk about what makes a ‘typical’ bully and a ‘typical’ victim.
- Describe what a stereotype is, and why stereotypes are unhelpful.
- Describe racism, and how it turns into bullying.
- Describe sexism, and how it turns into bullying.
- Describe homophobia, and how it turns into bullying.
- Help my class to make a questionnaire to discover where bullying happens outside school.
- Describe bullying situations where I might be threatened in some way.
- Describe the types of threat I might face.
- Show in a role play some of the things I can do to respond to threats.
- Identify ways I would try and support a friend who was being threatened.
- Identify and show in role play, ways I can cope with other types of bullying (including racist, sexist and homophobic bullying), in and out of school, then assess how successful they might be.

- Identify how telling about bullying is different from ‘dobbing in’ or ‘grassing’.
- Suggest what children in school can do to help stop bullying, including racist, sexist or homophobic bullying.
- Suggest what adults in school can do to help stop such bullying.
- Suggest what parents or carers can do to help if their children are being bullied.
- Suggest ways that children and teachers can support people who have been bullied.
- Suggest ways that the school community should deal with people who bully.

#### Key Messages

1. Bullying is always wrong.
2. Telling about bullying, to protect yourself or someone else, is not the same as ‘dobbing in’ or ‘grassing’.
3. We all have the right not to be bullied.
4. We can work together to help prevent bullying.

#### Keeping Safer

- I can say “No!” to bullies if it is safe to do so.
- I can ask my friends for support.
- I can walk away from a threatening situation and then tell a trusted adult.
- Telling about bullying is the best protection.
- I can, and I should, tell about racist, sexist or homophobic remarks or any kind of bullying that I see happening, whether it’s happening to me or to someone else.

#### **By the end of Key Stage Two, children should be able to:**

- Identify different types of bullying behaviour, including racism, sexism and homophobia.
- Identify typical places where bullying occurs.
- Identify both the short and long term effects of bullying on: people who are bullied; people who bully; people who witness bullying.
- Suggest reasons why people bully.
- Suggest reasons why some people are picked on by bullies.
- Suggest and demonstrate a range of personal strategies to combat bullying.
- Suggest ways that the school community can combat bullying.
- Take part in a bullying survey.
- Suggest ways of supporting friends and peers who are being bullied.

## Appendix 2

### Some useful resources for parents/carers

#### NSPCC

**Behave yourself!** A free guide which provides advice on positive ways of encouraging good behaviour in children.

**Parenting: A rough guide** written to encourage parents to work out positive ways of dealing with their children's difficult behaviour.

**Stop the Violence** A short booklet produced by the NSPCC for parents on keeping children safe. Covers violence in the home, violence at school and in the community. Gives some suggestions for how parents can make a difference.

Contact: - NSPCC Publications 0207 825 2772

#### Bullying Online

A useful website with information and advice – <http://www.bullying.co.uk>

Helplines

#### Think U Know

The CEOP (Child Exploitation and Online Protection) Centre's online safety centre, where you will find advice and tips for children, adults and professionals of all ages.

<http://www.thinkuknow.co.uk>

**Anti-Bullying Campaign** Operates a helpline offering advice for parents and counselling for children who are being bullied. Tel 0207 378 1446.

**ChildLine** Children can write or phone free of charge if they have a problem of any kind. Write to: Freepost 1111, London N1 OBR. Tel: 0800 11 11.

**Kidscape** For parents of children who have been bullied. Tel: 0207 730 3300 (Mon – Fri 10am – 4pm)

**NSPCC Child Protection Helpline** Free 24-hour service which provides counselling, information and advice to anyone concerned about a child at risk of abuse. Tel: 0800 800 500 or text phone 0800 056 0566.

**Parentline** A national help line for anyone who is parenting a child and who is in need of guidance, information or emotional support. Tel: 08088 002222.

**Women's Aid Federation of England** Services for women and children experiencing domestic violence. Tel: 0345 023468.

**Be Someone to Tell** from Parentline Plus