



William Reynolds Primary School

# Anti-Bullying Policy

(pupils)

Approved by Governors June 2016

To reviewed by June 2018

## Information Page

### **These policies are referred to in the document**

E-Awareness Policy

Safeguarding Policy

Behaviour Policy

### **Other related documents**

Social Networking Policy

Equal Opportunities Policy

Section 11 Audit

Induction Policy

Speak Up Policy

## **Introduction**

All pupils have the right to feel safe and protected in school. All adults in the school community have an obligation to support this principle, and all pupils should be encouraged to share in this responsibility for the safety and well-being of each other.

"We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through a **close partnership** between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by **creating a safe, healthy and stimulating environment of quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community. "

*(Taken from our whole school vision)*

## **Aim**

The aim of this policy is to ensure that all members of the school community can identify and understand the seriousness of bullying and know ways of responding to it effectively.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

## **Definition**

*"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy."* (DFE)

***Bullying is not when pupils fall out or have disagreements with each other***

Bullying can be carried out by individuals or groups. The characteristics of bullying are that it is:

- deliberately hurtful
- repeated over time
- difficult for those being bullied to defend themselves
- usually hidden from adults or authority figures

Bullying can take several forms including:

- Teasing
- Name calling
- Spreading rumours
- Exclusion from the group
- Threats, including looks
- Extortion
- Damage to belongings
- Physical assault
- Racial harassment
- Sexual harassment
- Cyber bullying

[www.gov.uk/government/.../preventing-and-tackling-bullying](http://www.gov.uk/government/.../preventing-and-tackling-bullying)

### **Cyber Bullying**

We recognise that bullying increasingly takes place in "cyber" environments, such as on the internet and through the use of mobile phones. (*see E-Awareness Policy*) In whatever form, we will take action to prevent this and parents are informed of all incidents. We ask that parents contact staff in school if they feel that this is happening at home. In some cases these incidents can be treated as a Safeguarding issue. (*see Safeguarding Policy*)

The Designated Safeguarding Leads for Safeguarding are:

[Mrs Irene Baxter](#)

[Miss Julie Marriott](#)

[Mrs Liza-Jane Rawlings](#)

[Governor with responsibility for Safeguarding - Mrs Kerry Brownhill](#)

*We recognise and will act in accordance with guidelines set down by the DfE on cyberbullying as specified on [www.gov.uk/.../Cyberbullying](http://www.gov.uk/.../Cyberbullying)*

### **Homophobic Bullying**

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure every pupil - regardless of their sexual orientation - has someone to turn to if they are being bullied and that they feel included and valued - at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the pupil could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the pupil and parents. (*see Behaviour Policy*)

### **Racist Bullying**

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded. All racist incidents are recorded and reported to the Local Authority.

### **The effects of bullying**

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can be unlearned too.

Bullying can be profound and have a long lasting affect on pupils and their families. Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

### ***Possible signs of bullying to look out for include:***

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting

- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Pupils who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by pupils who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Staff generally need to be aware of the ways in which school practices may enhance or diminish pupils' levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Our advice to parents is that it is easier to sort out a problem by approaching school first so that we can offer support.

#### **We believe that:**

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The person being bullied needs a balance between protection and empowerment

It is the aim of our approach to bullying at William Reynolds Primary School to work towards achieving all three of the above statements.

#### **Preventive measures**

At William Reynolds Primary School we:

- incorporate British Values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

- establish school rules which demonstrate caring behaviour, and ensure that they are understood by all pupils through whole school assemblies and class discussions

- specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- ensure that all pupils and adults sign up to the schools Anti-Bullying Charter this links to Anti bullying Awareness Week during the Autumn term.
- specify clearly what sanctions and support will follow bullying behaviour
- draw up individual education plans for those pupils experiencing interpersonal and peer relationship difficulties
- use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning)

#### **All Staff:**

- **are available** - make it known that they are ready to listen. Provide immediate support
- **listen to the pupil** - ask who was involved and how she or he is feeling
- **record** - the incident and forward this to Senior leaders
- **respond** - ensuring that responses are non-aggressive and provide models of positive behaviour.
- **identify vulnerable pupils** with long-term needs requiring a development programme.
- **follow up** - review progress and evaluate policies and intervention.

#### **Principles for the management of incidents**

- A secure environment is provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Staff should respond calmly and consistently to incidents of bullying
- The school protects and supports all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, are encouraged to behave in a more acceptable way
- Interventions are monitored and followed-up appropriately at the individual, group or whole school level.

#### **Working with parents**

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Advice is offered to parents

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

### **School Procedures**

- All incidents of suspected bullying are reported to senior leaders.
- Incidents are recorded (**Appendix A**). This kept in the Head Teacher's office.
- Where judged necessary, parents of all the pupils involved should be informed and will be asked to come in to a meeting to discuss any issues. (**Appendix B**)
- Support will be given to help the pupil displaying bullying behaviour to change their behaviour.

### *Working with children*

Work with an individual or a group of pupils is carried out:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of pupils who have been bullied and of those pupils responsible for the bullying

This work may happen within class, by senior leaders, through support from the learning mentor or the Nurture group leader. Pupils can be supported through the Common Assessment Framework.

Work with pupils following any discovery or report of bullying must avoid aggravating the bullied pupil's physical or emotional distress. Staff need to take particular care that in following up a complaint of bullying they do not expose the bullied pupil to the risk of even more bullying. They should take all reasonable measures to ensure that the pupil is supported and protected.

Where a pupil has suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the pupil who has been bullied
- avoid embarrassing and shaming the bullied pupil by focusing on a particular incident when the child is present
- use "supportive" pupils to ensure that the bullied child is befriended and supported
- consider the appropriateness of specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include Relateen or a Family support worker (referral can be made through the Common Assessment framework where a child can be supported through "Team Around the Child" meetings).

**Appendix A**



**Name of child:**

**(Male/Female)**

**Class:**

**A raised concern about bullying**

**Who reported the concern?**

**Date:**

**Names of other pupils involved:**

**Where the incident(s) took place:**

**Details of incident**

**Discussions with children**

**Sanctions/Next steps**

**Meeting with parent and pupil following the incident:**

**Any further intervention or agency involvement required**

Signed:

Date:

## Appendix B

### Procedures for dealing with a reported incident of bullying

The school has a number of strategies to deal with incidents and an appropriate method will be selected depending on factors including:

- The age of the children involved
- The severity of the incident
- Any previous history

### Individual "chats"

*Aim: To reach agreement that the pupil concerned is having a bad time in school and to agree individual action.*

Include all the people directly involved.

- Welcome the pupil into the room.
- Offer a relaxed atmosphere.
- Don't speak until you have focused the pupil's attention.
- Remain neutral and calm.

Questioning may involve -

**"I hear that you've upset X. Tell me about it."**

- Let the pupil talk.
- Don't ask any leading questions.
- Encourage them to answer your specific questions.
- WAIT if they don't say anything.
- Don't question if they complain about the bullied pupil.

**:"I was wondering what you could do to make things better for X."**

- Accept suggestions.
- Don't discuss how.
- WAIT if they don't say anything.
- If the pupil is really stuck for ideas, say: "I've got an idea, would you like to hear it?"

**"OK, I'll see you next week to find out how you are getting on."**

(NB The above questions will need to be re-phrased for the child who has been bullied:

"I hear that X has upset you. Tell me about it."

"So, it sounds like you are having a bad time in school."

"I was wondering what X could do to make things better for you.")

### **Follow-up**

Follow up to find out about the effectiveness of the individual action.

Celebrate success and, if appropriate, set new targets.

Discuss:

- What has been done well.
- What can be done if the bullying happens again.

It is important to emphasise that the children are going to be in school together for a long time. Conflict is most easily resolved when people in conflict have a sense of a long-term future together.

### **Outcomes**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place according to the school's Behaviour Policy (see Behaviour Policy)
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.