

St. George's C of E Primary School Semington



Anti-Bullying Policy

March 2017

Review: 2019-2020

Anti-Bullying Policy

Introduction

This policy has at its core the following Bible quotation:

“In everything do to others what you would have them to do to you” NIV Matthew 7:12

Aims

The aims of this policy is demonstrate that St. George’s Primary School has a commitment to a safe, caring environment where children are not afraid to talk about, and discuss bullying, and where they know they will be listened to sympathetically. Secrecy and silence nurture bullying, children need to be encouraged to TELL, TELL, and TELL. All members of the school community, children and adults are treated fairly and with respect.

Objectives

To ensure that:

1. Bullying is discouraged through positive models of interactions between people that are provided through the daily life of the school
2. All pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying arises;
3. All governors, staff, parents/carers and pupils have an understanding of what bullying is;
4. There is equality of opportunity and treatment for all, and that everyone in our school can work in a fair, safe and harassment free environment where a climate of respect is uppermost.
5. A co-ordinated approach to preventing and tackling bullying at school and whilst pupils travel to and from school is set out.
6. Appropriate and immediate support is provided for victims of bullying.

Definition of Bullying

The definition of bullying that has been adopted by Wiltshire’s Children and Young People’s Trust Board and Wiltshire’s Anti-Bullying Steering Group is:

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

What is Bullying?

Bullying may be distinguished from normal rough and tumble play or other unacceptable forms of aggression (including Cyber-bullying) in that it is often pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. There are rare occasions where single instances can be considered as bullying behaviour.

Bullying is unwanted behaviour, which is unwelcome and unpleasant, which the individual finds embarrassing, threatening, offensive or degrading and which affects the dignity of an individual or a group. It typically takes the form of persistent, malicious and negative intimidation or attacks on an individual or group in an unfair and irrational manner, which undermines an individual or group’s confidence and effectiveness or causes emotional or physical hurt.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books and possessions, making threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist, ethnic or religious – taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – focusing on the issue of sexuality.
- Verbal – name-calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, eg, camera & video facilities.

Signs of Bullying

A child may indicate by signs or behaviour that they are 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
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn, anxious, or lacking in confidence, or 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
- changes their usual routine
- comes home with clothes torn or books damaged
- has possessions or money which go missing
- asks for or takes money
- has unexplained cuts or bruises
- comes home hungry
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone, or is nervous & jumpy when a cyber message is received
- gives improbable excuses for any of the above

Strategies for prevention of bullying

As teachers we must:

- Tell children from day one that bullying (verbal or physical, including racist, homophobic bullying, or that relating to transgender issues) is NOT tolerated in school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Raise self-esteem of pupils through praise, reward system, positions of responsibility, circle times etc.
- Help the pupils to understand differences caused by illness, medication, handicap or disfigurement etc. in order to increase tolerance and reduce the likelihood of bullying.
- Use PHSEE/role play to teach co-operation skills, and non-bullying ways of resolving conflict. - Provide on-going opportunities to bring problems out into the open through regular circle time or the use of puppets, etc. Teach children that by witnessing an incident of bullying and doing nothing they are actively encouraging bullying behaviour. Bystander power is the biggest weapon we have in tackling bullying, we need to teach pupils how to be effective bystanders and take on social responsibility.

- Teach the children strategies for dealing with bullying themselves (appendix 1)
- Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules.
- Use assemblies to demonstrate anti-bullying attitudes and the values we want to promote.
- Have clearly defined, taught, playground rules and show that it is important to stick to the rules for everyone's best interest.
- Reward appropriate behaviour, and ensure that everyone knows the consequences of breaking the rules so that the system is seen to be fair.

Reporting Bullying

Victims of bullying often feel very isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying. Children at St. George's, whether victim or bystander, need to know that they can report incidents of bullying to any adult member of staff, teaching or non-teaching, and that all incidents will be taken seriously. Children should be given time to talk and be praised for telling.

Responding to bullying

- All bullying allegations will be taken seriously and incidents investigated thoroughly. This includes incidents involving cyber-bullying, incidents relating to homophobia or transgender issues, including those which have taken place outside school.
- Alleged bullies, victims and witnesses are interviewed separately and observations of the parties concerned are made.
- If the incident proves to be isolated a sanction will be imposed on the perpetrator.
- If there seems to be a pattern of behaviour, which indicates bullying, a written record will be made.
- Both bully and victim will be supported:
 - For the bully:
 - Analyse possible reasons for bully's action by looking at the "whole child", including family situation.
 - Gather information, e.g. classroom observations.
 - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.
 - For the victim:
 - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
 - Assertiveness training.
 - Using the strategies for prevention of bullying.
 - At this stage parents of both parties will be informed in writing and may be involved in helping to resolve the situation, e.g. home/school contract.
 - If the situation is not able to be resolved, greater involvement of outside agencies may be requested.
 - Exclusion will be considered if difficulties cannot be resolved within the school environment.

Monitoring:

- The Headteacher will report to the curriculum committee each racial incident recorded in the Racial Incident Log.
- The Headteacher will present the Racial Incident Log once a year to the FGB.

- The Headteacher will inform the FGB if there are concerns of a significant nature that need discussion.
- The Chair of Governors will report to the FGB once a year on bullying.

Supporting documentation:

Exclusions Policy
Racial Incidents Policy
Internet E-Safety Policy
Behaviour Policy

Appendix A

Saying No

Through assertiveness training and role-play the children should be given opportunities to practice saying "NO".

Broken Record

An assertiveness method and a way of escaping from a bully. Pupils are taught to respond assertively with the same sentence three times, rather than entering into an argument with the bully, i.e. "I do not give my dinner money away". After repeating the statement three times walk away.

Fogging

The purpose of this activity is to practice fogging in relation to insults. If the hurtful remark is true respond "that's right", if it is wrong respond "you could be right", or "it's possible".

What if.....

Questions to help practice and plan responses to situations

Appendix B: Central Logging Form for bullying incidents of children and young people in schools

It is good practice to centrally log all incidents of bullying. This form is designed as a template for schools to amend and use in their individual school.

Reported by:

Name and year group of the pupil/s who have been bullied:

Name and year group of the pupil/s who have bullied:

Date of incident/s _____

Time of incident/s _____

Indicate type of incident/s – please tick one or more boxes

Verbal abuse	<input type="checkbox"/>	Isolation (including being ignored or left out)	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken/ causing damage to personal property	<input type="checkbox"/>	Cyberbullying (including text messages, emails, social networking sites...)	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Spreading rumours/ nasty notes	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief description of incident/s

Advice given/ action suggested by person who logged this complaint

- Have the parents/carers of the pupil/s who were bullied been informed?

- Have the parents/carers of the pupil/s who have bullied been informed?

Appendix C: Appendix B: Useful sources of information and support for children and young people and their parents/carers:

- Childline** Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
For children who are deaf or hard of hearing textphone service: 0800 400222 www.childline.org.uk
- Kidscape** Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) <http://www.kidscape.org.uk/>
- Slippery Fish** website for young people created by Wiltshire Council for young people.
www.slipperyfish.org.uk

Appendix C: Useful sources of guidance for schools in preventing and responding to bullying incidents:

These five documents have been produced by the Department for Children, Schools and Families between 2006 and 2008. Copies can be downloaded at:

www.teachernet.gov.uk/publications The documents give specific information about types of bullying, how to create an environment that promotes anti-bullying and how to respond to bullying incidents.

- *Bullying around racism, religion and culture* (DCSF, 2006)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools* (DCSF, 2007)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools – Cyberbullying* (DCSF, 2007)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools – Homophobic bullying* (DCSF, 2007)
- *Safe to Learn: Embedding anti-bullying work in schools – Bullying involving children with Special Education Needs and Disabilities* (DCSF, 2008)