



ANTI-BULLYING POLICY

## Anti-Bullying

### Introduction:

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

### Statement of Intent:

At Grange Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is an anti social behaviour and affects everyone. All types of bullying are unacceptable at our school and **will not** be tolerated. All pupils should feel able to tell us that they are being bullied and when bullying behaviour is brought to our attention, prompt and effective action will be taken. **Anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

### What is bullying?

'Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying' (Torfaen definition 2008)

Bullying generally takes one of four forms:

**Indirect:** Being unfriendly, spreading rumours, excluding and tormenting.

**Physical:** Pushing, kicking, hitting, punching, slapping or any other form of violence.

**Verbal:** Name-calling, intense teasing, threats, sarcasm, intimidation

**Cyber:** All areas of internet misuse e.g. unkind or threatening emails.  
The misuse of blogs, internet chat rooms and instant messaging, including mobile phone threats by text messaging or calls, can be forms of cyber bullying.  
Misuse of various technology e.g. camera or video facilities. (See e-safety policy)

Although not an exhaustive list, common types of bullying include:

- Bullying based on race, religion or culture
- Bullying based on SEN, disability, appearance, health conditions or ability.
- Bullying based on gender including sexist or sexual bullying.
- Bullying related to sexual orientation

### Why is it important to respond to bullying?

Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Victims may suffer emotional stress, seeing themselves as inadequate and friendless. They may become withdrawn, depressed children and this will impact on their self esteem and their ability to learn.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this policy:**

- All governors, teaching and non teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the policy is on bullying, and follow it when bullying is reported.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Signs and Symptoms:**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to and from school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Arrives home with torn clothes or damaged books.
- Has possessions which are damaged or 'goes missing.'
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Reporting and recording bullying:**

#### **School:**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff that has been approached or a member of SLT as appropriate.

- A clear and precise account of the incident will be recorded in the incident book by the member of SLT interviewing all concerned (kept in the inclusion office). This will include the names of all the children involved, the nature of the incident including anything that may have instigated the incident, steps taken and any other supporting information.
- The class teacher and relevant staff will be notified to ensure that all the children involved are monitored.
- Parents of the bully and the victim will be kept involved.
- Sanctions will be used as appropriate and in consultation with all concerned parties. Stepped sanctions may apply depending on the severity of the incident.
- If necessary and appropriate police will be informed.
- The incident book will be monitored regularly by SLT to identify any possible trends and patterns.

### **Pupils:**

Pupils should report bullying incidents by:

- Knowing that they can talk to any adult in the school. The school has a display of staff pictures, highlighting who the children can talk to if there is anything that they are concerned about. The Learning Mentor and Family Support Worker are available, should a child want to express their concerns.

Worry Box:

- The school has a worry box where all children can write down their worries and put them in the box.
- This is an effective way to ensure pupils have a voice.
- The box is checked daily and worries are followed up by a member of the inclusion team and SLT.
- It provides an informal platform for children who may not want to vocalise their concerns/worries, and enable them to express themselves knowing that someone is listening.

Pupils who have been bullied will be supported by:

- Calm adults. Reacting emotionally may add to the bully's fun and give a bully control of the situation. Reacting aggressively gives the message that it is alright to bully!
- Offering an opportunity to discuss the experience with an adult of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what has happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.

Restorative Justice:

- Finding effective and long-lasting ways to repair build up relations that are have broken down.
- Enabling children to reflect on their actions and find the best solution moving forward.
- Allowing children to learn from their actions and make positive changes.

The following sanctions can be taken depending on the severity of the incident:

- The sanction must be clearly explained along with the reasons for giving it.
- Break/lunch sanctions.
- Official warnings to cease offending.

- Internal exclusion.
- Minor fixed term exclusion.
- Major fixed term exclusion.
- Permanent exclusion.

All exclusions will be entered on the exclusion log and will be reported to governors.

Outcomes:

- The bully (bullies) may be asked to genuinely apologise to the victim.
- Mediation can take place to give both parties a voice.
- If possible, the pupils will be reconciled.
- Support for the victim to re-build self-esteem with sessions with the Learning Mentor.
- Work with the bully to understand the negative impact bullying has on someone.
- After the incident/s have been investigated and dealt with, each case will be monitored by SLT to ensure repeated bullying does not take place.

### **Strategies for preventing bullying:**

**The curriculum:**

- The school will raise awareness of the nature of bullying through PSHE, assemblies and subject areas, as appropriate, in an attempt such behaviour.
- Preventative work will be linked creatively within the curriculum with drama, role play, workshops, debates and literature.
- Cooperative group work will be encouraged where children share tasks and help each other learn.
- Circle time is positive in preventing bullying and for developing social skills.
- PHSE promotes a positive whole school approach in the prevention of bullying as it provides valuable discussions about the identification of different kinds of bullying and how to deal with and respond to bullying.
- Taking part in anti-bullying week, e-safety week etc.

Other policies that have direct links to the anti-bullying policy:

- PHSE policy
- Safeguarding policy
- E safety policies
- Behaviour policy
- Curriculum policies
- Public Equality Duty

**Assemblies:**

- Assemblies are used for preventative work giving the opportunity for whole school discussions. They are also used to respond to bullying incidents.

**School Council:**

- Meet regularly with the Deputy Head to discuss and decide on policy issues including a definition of bullying, how to improve the school grounds to provide more creative opportunities and improving break and lunch time provision with activities such as sports and playground equipment.
- Opportunity to develop pupil voice and listen to their views.

**Ethos of the school:**

- Producing school and class rules. Playground rules developed by the school council and displayed in the playground.
- Adults modelling positive relationships and communications, relating to each other in a way that models positive behaviour.
- A positive school ethos that supports children to develop friendships and positive relationships encourages them to take responsibility for their actions, giving everyone the opportunity to listen, be heard and considered.
- Consistent and fair rules for appropriate behaviour at breaks and dinner time by all staff (see behaviour policy and behaviour plan) that promote respect for each other.
- Providing a 'nice' school environment has a positive effect on preventing bullying. A safe and pleasant environment is important for everyone's well-being.
- Ensuring that there are adequate staff on duty to make sure that all areas of the playground are supervised with no 'blind' spots that could encourage bullying.

#### **Peer support schemes:**

- School council and the Head girl and boy provide positive role models to the children in the playground.
- Play leaders have activities and equipment that they take out into the playground to keep the children positively occupied at playtimes and dinner time.

#### **CPD:**

- Training all staff including lunchtime staff to develop skills in organising games, recognising bullying behaviour and dealing with bullying and conflict situations. Lunchtime support staffs are crucial to support strategies for dealing with bullying procedures and so are integral to preventative work and need to have regular training.

#### **Lunchtime clubs:**

- Lunchtime clubs to support children at dinnertimes e.g. games clubs and social groups to support children who may be reluctant to play, especially if they need support to help them make friends.

#### **Work with outside agencies;**

- We regularly work with outside agencies to support and work with individuals or groups of children or classes of children e.g. Behaviour Support Services.

The policy will be monitored by the Head teacher and the governing body.

This policy was produced using guidance from Kidscape.

This policy was produced after consultation with staff, pupils and parents.

**Reviewed by: Mrs Dellis Smith, Head teacher**

**Date: 15<sup>th</sup> November 2016**

**Next review date: Autumn Term 2017**