

Ebor Gardens Primary Academy and Victoria Primary Academy



ANTI -BULLYING POLICY

ANTI-BULLYING

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

1. Aims of the Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

2. Statutory Duty of Schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures among pupils and to bring these procedures to the attention of staff, parents and pupils.

3. What is bullying?

We have defined bullying as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, name calling), and indirect (e.g. spreading rumours). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).”

Bullying may take many forms, such as:

- Physical: for example, hitting, pushing, kicking
- Name-calling and verbal abuse: face-to-face, in writing, by phone, on-line, or by text message
- Making racist, sexist or gender-based comments, jokes or graffiti
- Making threats
- Taunting or mocking
- Spreading rumours
- Making jokes to make someone look ‘small’
- Shutting out a person
- Ganging up on someone
- Refusing to cooperate with someone
- Hiding equipment or other possessions
- Demanding money

Signs of bullying in children for parents, carers and teachers

Someone who is being bullied may:

- Be frightened of walking to or from school
- Insist on being driven to school
- Change the route to school
- Be unwilling to go to school
- Regularly have books or clothes damaged
- Begin doing badly in schoolwork
- Have unexplained bruises, scratches, cuts
- Become withdrawn or start stammering
- Have noticeable and prolonged changes in mood
- Become distressed
- Become bad-tempered
- Refuse to say what is wrong
- Lose appetite, or start overeating
- Cry himself/herself to sleep or have nightmares
- Attempt or threaten to harm him/herself

4. How we work to combat bullying

Curriculum Planning

4.1 Through the curriculum (especially in Personal, Social, Health and Citizenship Education) and assemblies we will promote the values of co-operative behaviour. This will be through direct teaching but also through appropriate use of group work. For example, SEAL Unit 3, Anti-Racism Competitions, Power of Me – Year 6, Say No to Bullying/Anti-bullying Week.

4.2 A high emphasis is placed on assembly messages, work in the curriculum work together with visits from the community police discussing bullying at the School. We also make use of the Crucial Crew visit opportunities for older pupils.

4.3 We will encourage pupils to combat the extent of bullying at the School and to be involved in discussion and formulation of further anti-bullying work.

4.4 We will teach children to challenge bullying behaviour right from their first experiences at school eg:

“I don’t like you doing that. I want you to stop it.”

4.5 We will emphasise the need for bystanders to take an active stand against bullying eg:

- Making sure people are not left out of games
- Not smiling or laughing at bullying incidents
- Telling a member of staff about what is happening
- Encouraging the bullied pupil to join in with their activities/games
- Telling the bully to stop what s/he is doing
- Showing the bully that they disapprove of his/her actions

Presenting a firm stand against bullying is thus a responsibility of every member of the school – staff and pupils.

4.6 It is vital that staff are approachable and consider all reports of bullying carefully.

4.7 Our code of behaviour is shared with all staff involved in teaching or supervising children. Both teaching staff and supervisory staff need to support each other’s authority at lunchtime and daily verbal feedback between the lunchtime and teaching staff is necessary to monitor the quality of playtime activity.

5 Action for teachers dealing with incidents of bullying

5.1 We may suspect or find out about cases of bullying from a variety of sources:

- Seeing an incident ourselves
- Other adult or children’s eye witness accounts
- Complaints, comments from parents
- Requests for help from victims
- Children’s changed behaviour

5.2 It is important when dealing with incidents of suspected bullying to listen carefully to all parties involved. It is useful to record the accounts of other children/bystanders to gain a fuller picture. Where it is clear that bullying has taken place or is continuing, intervention is necessary. A log of proven incidents of bullying will be kept by the Head teacher – these are added to the electronic systems by class teachers / staff.

5.2.1 Offer the victim support and reassurance. Make it clear that s/he has done nothing wrong. Encourage him/her to take a positive stand against the behaviour of the bullying “I don’t like what you are saying/doing. I want you to stop it.” Be specific about what has happened.

5.2.2 Make it clear to the bully that the behaviour is unacceptable and that repetition will have serious consequences. Make it clear to both pupils that parents will be informed of this and any further incidents.

5.2.3 Encourage both parties to make a fresh start. Ensure that both parties are comfortable and confident to maintain open communication with the investigating officer. Investigating officer to maintain a pro-active dialogue with all parties.

5.2.4 The above procedure will normally be carried out by the Headteacher or a senior member of staff.

6 Actions for Pupils

6.1 There will be occasions when children need permission to speak out about experiences of being bullied. Although we have a duty to intervene promptly, we should try to encourage pupils to instigate the action by approaching and confiding in staff.

Children will think carefully before confiding in an adult and will be basing their decision on how approachable and fair we have been in the past.

6.2 Children are told on a regular basis through assembly discussion and by the class teacher about the steps victims should take to challenge bullying behaviour:

6.1.1 Make it clear to the bully that you don't like what is happening and that you want it to stop.

6.1.2 Tell an adult that you trust – it might be any teacher, the Headteacher or another adult you feel comfortable in talking to.

6.1.3 Tell your parents about what is happening.

7 Action for Parents

7.1 Parents should reassure their child that there is nothing wrong with them and that s/he is not the only victim.

7.2 Advise him/her not to hesitate to tell a trusted adult at school.

7.3 Advise the child not to try to 'buy the bully off' by giving presents/money or treats.

7.4 Talk to the Headteacher about a joint plan of action. Inform school immediately of any repetitions of bullying. Avoid contact with the parents of the bullying child; leave the matter in the hands of the staff. If the problem is not resolved, contact the Governing Body.

7.5 Parents should not advise their child to hit back; this does not solve the problem and can often make matters much worse.

8 Role of Governors

8.1 The Governors need to ensure that all pupils, staff and parents are informed of the school policy and procedures for dealing with bullying.

8.2 The Governing Body will check that incidents of bullying are being handled in a fair, consistent manner that supports victims and deters bullies.

8.3 Where specific complaints about bullying are received from parents, Governors will seek to satisfy themselves that the incidents are investigated thoroughly and sympathetically.

Further advice for head teachers, staff and governors can be found here –

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>