



**Deanery C.E. Primary School**  
Academy Status

# **Anti-bullying (between children) Policy**

**February 2017**

## **Anti-Bullying (between children) Policy**

### **1. Priorities, aims and rationale**

#### **1.1 Key Priorities**

The key priorities of this policy are:

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up healthily, physically and mentally
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society.

#### **1.2 Aims of the Policy**

Our aim is to:

- The aims of our anti-bullying policy are as follows:
- To create an ethos in which attending our school is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while at Deanery Primary School.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.
- Ensure that staff feel supported in dealing with incidents of bullying
- Ensure that all adults feel safe in discussing bullying from other adults within the school community and action is taken to deal with this.
- To ensure all members of our community feel responsible for helping to reduce bullying.

#### **1.3 Anti-Bullying Rationale**

We believe that all children have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

We recognise that bullying may occur in the school at some time. We do not tolerate

bullying, abuse or harassment of any kind.

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that in order to achieve this, children have the right to be educated in an environment where they feel valued, respected and safe.

Bullying deprives children of this right and denies access to the full curriculum. We believe that pupils who suffer regular ongoing bullying cannot achieve their full academic or social potential.

Bullying needs to be openly discussed and monitored. It will flourish when:

- It is explicitly or implicitly ignored
- Pupils are under the impression that it is something which they have to deal with themselves.
- Victims are seen as 'bringing it upon themselves'.

We are committed to:

- Reducing bullying and bullying behaviour within the school environment.
- Involving and including the whole school community; staff, children, parents and carers, in preventing and responding to bullying.
- Closely linking approaches to anti-bullying work within the school ethos and philosophy.
- Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, and PSHE policy statements.
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community.
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying.

## **2. Bullying – what is it? Who?**

'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

*(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2014, Department for Education)*

### **2.2 Forms of Bullying**

Bullying will not be accepted or condoned.

All forms of bullying will be addressed.

Bullying can include:

Physical - pushing, kicking, hitting, pinching etc.

Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals

Racial taunts, graffiti, gestures

Sexual comments, and/or suggestions

Unwanted physical contact

We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community the school serves.

### **2.3 Who is Bullied?**

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

### **2.4 Bullies**

The term bully is certainly more complex than stereotypes imply, as are their victims. One piece of school based research found there were 3 main types of bullies:

Confident bullies: physically strong enjoy aggression, feel secure, average popularity

Anxious bullies: weak academically, poor concentration, less popular, less secure

Bully/victim: bullies in some situations, bullied in others, very unpopular.

## **2.5 Bullying of Specific Groups**

The School need to respond to the diverse communities and make explicit reference within anti-bullying policies to bullying that arises as a reflection of negative attitudes towards particular groups, all of whom have a right to feel safe within their school environment.

We believe that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

## **2.6 Bullying, Child Protection and Looked After Children**

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

All staff within the school (including support staff, such as TA's and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

All Looked After Children have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Looked After Child who is experiencing bullying.

## **2.7 Racist Bullying**

Racist bullying and individual incidents are unacceptable, and in some instances criminal. The School is required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents. Birmingham Authority has set procedures and the school maintains and reports to the LA each term on the number of racist incidents.

All racist incidents are recorded on a racist/bullying incident form and logged on file with the Head Teacher.

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

## **2.8 Bullying of Children from Faith Communities**

Some individuals are targeted for bullying because they adhere or are perceived to adhere

to a particular faith. Such bullying is sometimes connected to racist bullying.

## **2.9 Homophobic Bullying**

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image.

## **2.10 Gender Bullying (Sexual Harassment)**

Sexual harassment or bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

## **2.11 Bullying Due to Ability, Disability or Special Educational Needs & Disabilities (SEND)**

Children with SEND may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a child's ITP. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

## **3 Bullying and the Role of the Group**

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective strategies schools must recognise the importance of this group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- Attaching high importance to challenging bullying as part of a strong school ethos.
  - Teacher Continuous Professional Development.
  - Training for support staff, including lunch time supervisors, volunteers and so on the curriculum .
  - Assemblies.
  - Pastoral systems.
  - Peer support initiatives.
- 
- Peer counselling.
  - School Council work
  - Circle of Friends

- Circle Time
- Befriending
- Peer mediation
- Prefect and monitor systems
- Buddying
- Mentoring
- Co-operative approaches to group work
- Improving mechanisms for reporting bullying

## **4 Strategies to combat bullying**

### **4.1 Whole School Strategies to Minimise Bullying**

- We have set up friendship stops where children can go if they are not enjoying playtime. Peer Mediators will man the posts, and will be trained to deal with minor issues whilst referring on to staff more serious ones.
- A regular programme of PSHE work, with emphasis on role play, will support this policy.
- There will be regular teacher/class discussion, e.g during circle time, dealing with friendship / playtime issues.
- Peer support will be strongly emphasised : children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying;

### **4.2 The school response**

All allegations of bullying will be carefully investigated;

- Children, parents and staff will be encouraged to talk openly about the issue;
- As part of the curriculum, greater understanding of bullying in all its forms will be developed;
- Children will be taught strategies to help them deal with bullying situations which they may encounter;
- Staff will respond calmly and consistently to allegations or incidents of bullying;
- The school will protect and support all parties during school / extra curricular activities on school premises whilst issues are resolved.
- Any child who is found to have used bullying behaviours, will be dealt with in accordance with the Behaviour Policy.

### **4.3 School’s strategies to support a child being bullied:**

Through assemblies PSHE sessions and circle times, children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be

- A member of the School Council
- Another teacher known to them
- Teaching Assistant
- A Lunchtime Leader
- Peer Mediators

The children must be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.

- The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
- Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.
- If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.

As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes;
- Where the bullying child should be at specific times of the day;
- Who they should report to, and when:
- Who they should keep away from:
- What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending the day.

Individual circumstance will determine the precise arrangements to be made.

#### **4.4 DfE Advice to children – ‘DON’T SUFFER IN SILENCE’**

If you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied:

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- if your school has a peer support service, use it
- don't blame yourself for what has happened



When you are talking to an adult about bullying, Be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you experience bullying by mobile phone, text messages or e mail:

- when necessary, encourage your parents to report incidents to the police
- tell a parent, friend or teacher
- be careful who you give your mobile phone number or e mail address to
- make a note of exactly when a threatening message was sent

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with the bully.

#### **4.5 A witness' response to bullying**

If you see someone being bullied:

- DON'T rush over and take the bully on;
- DO let a teacher or other staff member know;
- DO try to be a friend to the person being bullied;
- DON'T be made to join in;
- DO try to help the bully stop bullying.

### **5 The Impact of Bullying**

#### **5.1 The Impact of Bullying on Children and Schools**

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being. They may begin to view themselves as failures. Extreme cases have led to suicides.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti social and disordered behaviour patterns.

School: The reputation of the school will suffer if schools are not seen to address concerns

about bullying positively and raise the profile of their anti-bullying work among the whole school community.

Academic Attainment and Attendance: Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

A healthy and strongly supportive school ethos is arguably one of the most important anti-bullying tools a school possesses.

## **5.2 Supporting and Involving Parents and Carers**

Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that can be taken to ensure parental involvement include:

- Regular consultation and communication with parents about bullying, its causes and its effects.
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents.
- Awareness of the need to balance parental involvement with confidentiality.
- Children experiencing homophobic bullying are often particularly reluctant to involve their parents.
- Ensuring all school staff are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent.
- Involving parents of bullies and victims at an early stage.
- Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur.

## **5.3 Signs for parents and staff to look out for:**

We think that children 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 or from school
- Doesn't want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

## **5.4 Partnership with Parents**

<http://www.bullying.co.uk/> is a very useful website that offers help and support and they can be contacted on 0808 8002222 or email: [help@bullying.co.uk](mailto:help@bullying.co.uk)

Or ring ChildLine freephone 08001111 or write to:

Freepost 1111, London N1 0BR. The phone call or letter is free: this is a confidential helpline.

## **6. Advice to parents**

### **6.1 Role of parents**

All schools are likely to have some problem with bullying at one time or another. Parents have an important part to play in our anti-bullying policy. Watch out for signs indicated in section 5.3. Parents are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?
- (Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

We ask parents to:

a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, not complete work to their usual standard, become withdrawn or particularly quiet.

b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc. Care must be taken to ensure that this does not become intrusive or an interrogation of daily actions.

c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.

d) If a child has bullied your child, please do not approach that child in the playground or involve an older child to deal with the bully. Please inform school immediately.

## **6.2 If your child has been bullied**

- calmly talk with your child about his/her experience
- make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- make an appointment to see your child's class teacher
- explain to the teacher the problems your child is experiencing
- Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.

## **6.3 When talking with teachers about bullying**

- try to stay calm, bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- make a note of what action the school intends to take.
- ask if there is anything you can do to help your child at the school.
- stay in touch with the school; let them know if things improve as well as if problems continue.

## **7. Our approaches to dealing with bullying**

### **7.1 Investigating allegations of bullying**

When parents have raised a concern about a potential bullying issue, it is important that they be

assured that action will be taken. Our response will be as follows:

- Staff will contact the parent making the report about your concern within one school day.
- Staff will talk to all parties concerned to establish what has happened and if the incident is considered bullying.
- Staff will talk to the parents of the victim and the parents of the bully (This would usually be done separately) within 5 working days.
- Please be aware that we cannot discuss any other child except your own.

### **7.2 Everyone**

We believe that everyone involved in the life of Deanery Primary School must take responsibility for promoting a common anti-bullying approach. We agree to:  
tell

be supportive of each other provide positive role models

convey a clear understanding that we disapprove of unacceptable behaviour

be fully involved in the development of the anti-bullying policy and support anti-bullying practice

support each other in the implementation of this policy

### **7.3 Staff; including support staff and supply staff**

**A clear outline of how we respond to bullying incidents (including the recording procedure and possible sanctions).**

- All staff are expected to report incidents of bullying to the Head of School.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect. Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support, school council, etc.
- Through the Head Teacher, to keep the governing body well informed regarding issues concerning behaviour management

### **7.4 Governors**

All safeguarding concerns will be discussed with the Chair Of Governors.

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Through the development and implementation of this policy, we at Deanery Primary School hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying

- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

### **8. Monitoring, evaluation and review**

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school. This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy.

All our policies are available on the school website or hard copies are available upon request.

### **9 If you feel you need more support**

- check with the school anti-bullying policy to see if agreed procedures are being followed.
- make an appointment to discuss the matter with the Head Teacher; a record of the meeting will be kept.
- You can then follow the school complaints procedure if you feel the matter has not been dealt with correctly.

Policy written by Mark Cadwallader 2011

Policy reviewed by Sally Yates Head Teacher

Policy reviewed by Anita Morris Deputy Head Teacher

September 2011

February 2017

Agreed and accepted by Governing Body

Signed \_\_\_\_\_

Dated \_\_\_\_\_