



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence

Anti Bullying Policy

Reviewed: March 2021

Next Review: April 2022

Ratified by the governing body on 23.03.21

Amended by K. Morgan

Signed *A.M. Boyd* HT

C Barclay COG

We, as a school agree to adopt the County Policy on Bullying.

We, as a school recognise our responsibility for preventing and tackling bullying.
(Education Act 2002, Education and Inspections Act 2006 and Education Equalities Act 2010).

Definition of Bullying

Bullying may be defined as the abuse of power by an individual or group in relation to another individual or group. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly but it should be taken seriously even if it has only occurred on one occasion.

Central to the definition of bullying is the intent and motivation of the perpetrator which will primarily be to exert power over another in order to cause distress.

Definition of Online Bullying

Online bullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. (Refer to "Online Safety Policy")

Bullying is not a phenomenon which occurs solely between children (Refer to "Peer on Peer Abuse Policy"). The above definition can also be seen to characterise some adult/adult, adult/child, and child/adult relationships.

In more serious instances the abuse of power by an adult over a child, or by a child over a child, may be viewed as child abuse and bullying should be seen within this context.

There are many definitions, but most have three things in common:-

- It goes on for a while or happens regularly.
- It is deliberate. The other person wants to hurt, humiliate or harm the target.
- It involves someone (or several people) who are stronger in some way than

the person being bullied. The person doing the bullying has more power; they are older, stronger, there are more of them or they have some “hold” over the target (e.g. they know a secret about them).

Bullying can take many forms but three main types are:-

- Physical - hitting, kicking, taking belongings.
- Verbal - name-calling, insulting racist/sexist remarks.
- Indirect - spreading nasty stories about someone, excluding from social group.

Entitlement

All children have the right to enjoy to the fullest possible extent the education offered in our school. In order to achieve this children need to be educated in an environment which:

- is safe and caring
- provides challenges but is non-threatening
- encourages children to feel secure
- values children's opinions
- shows an awareness of children's needs and attempts to meet these

When a child claims to have been bullied or is suspected of being bullied he/she is entitled to expect:

- that he/she will be listened to and every effort made to establish the facts
- ensure appropriate action will be taken to address children's concerns and ensure there is no recurrence
- that the action school will take be made clear to the child and if appropriate, the child's parents

Children who are suspected of bullying another child are entitled to expect:

- that he/she will be listened to
- to know what action school can take
- to know what action school intends to take

Parents are entitled to expect that:

- their child will be educated in safe, caring, non-intimidating and non-violent environment
- school will take all reasonable steps to prevent bullying occurring
- any bullying reported will be investigated according to school's guidelines
- any bullying incident which is found to have taken place will be dealt with in line with school's guidelines

Aims

- to raise awareness of bullying and that it is viewed seriously
- to prevent bullying - build anti-bullying ethos in school
- to deal with bullying in line with school guidelines
- to develop respect and concern for other people

Requirements

- Dealing with bullying is responsibility of all members of staff in school - teaching and non-teaching.
- All staff must be aware of what action to take when bullying occurs.
- Alleged victims will be listened to, taken seriously, informed of what action will be taken, ensured that all possible steps will be taken to ensure safety.
- Alleged bullies are listened to, taken seriously and informed of what action will be taken.
- Parents of bullied children are aware of what action school will take when bullying is reported to them and suggest appropriate action on part of parents.
- Parents of children who bully are aware of what action school will take when bullying is reported to them and make suggestions about appropriate action parents can take.
- Develop close links with feeder schools and local community.
- Develop close links with agencies which might be able to offer help:

Social Services Department
School Nurse
Educational Psychologist
Police

- Develop cross curricular approach to address issues arising from bullying.
- Provide opportunities for training of teaching and non-teaching staff in Identifying and dealing with bullying
The ethos and atmosphere of our school can affect the amount of bullying which occurs. We must be aware of the importance of:-
- encouraging a listening, telling, believing environment - concerns of the

individual are taken seriously and dealt with appropriately

- ensuring each individual has an important and valued role to play in school
- encouraging mutual respect
- minimising confrontation
- adults providing good role models of behaviour for children
- close links between staff/pupils/parents
- use of clearly defined procedures for dealing with inappropriate social behaviour.

Assertive Discipline

- providing a positive learning environment and appropriate curriculum for all pupils

Guidelines

Action Plan for Dealing with Bullying in School

Increase awareness

through curriculum:

- * books/publications
- * videos
- * posters designed by children / leaflets
- * questionnaires
- * high level emphasis in PSE
- * role play in drama
- * use children's own experiences

As a class teacher:

- * Investigate pupils complaints
- * Observe social interaction between pupils in class - 1:1 and in groups
- * Use PSE/curriculum e.g. write story / complete story / sentences on bullying
- * Keep records of bullying incidents and what you did

As Head teacher:

- * assemblies
- * school brochure

- * home/school
- * staff training
- * governor training
- * local trouble spots / trouble "times"
- * encourage all staff teaching and non-teaching to observe incidents
- * encourage pupils to write about bullying and what should be done
- * keep records of bullying and what you did

Establish 'telling' ethos:

- * discussing need for rules and guidelines with children and staff
- * devising rules and guidelines involving children
- * informing parents of policy/approach
- * devising a system for monitoring/evaluating

How School Responds If Bullying Takes Place

Action:

When dealing with bullying we need to focus on the behaviour of the bully rather than the bullies themselves.

1. Immediate steps:
 - * segregate children especially in playground - each has zone
 - * closer supervision and monitoring especially in playground
2. Keep records:
 - * incident log kept by Headteacher and class teacher
3. Inform class teacher, Headteacher and parents if necessary
4. Implement sanctions:
 - reflection away from class
 - removal of privileges
 - removal of school rewards

If an incident of bullying occurs all teaching and non-teaching staff must note:

- * who was involved/alleged to be involved
- * where/when it happened
- * action taken
- * how incident was followed up

Refer to Staff Guidelines

How to Recognise a Child is being Bullied

- * Cuts, bruises or aches and pains which are not adequately explained.
- * Clothes or possessions belonging to the child are damaged or lost.
- * The child requests extra money or starts stealing.
- * The child starts going to school or returning from school at an earlier or later time or starts using a different route.
- * The child starts refusing to go outside at breaktimes or refuses to stay at school for school dinners.
- * The child requests to change classes, options or school.
- * Reluctance or refusal to attend school.

Symptoms of Stress

Any marked change in a child's behaviour, especially in well-established patterns of behaviour, may indicate that the child is under stress.

- * The child's behaviour may become immature i.e. the child reverts to a previous behaviour such as thumb-sucking or tantrum behaviour.
- * The child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- * The ability to concentrate and school performance may deteriorate.
- * There may be sleep or appetite problems.

In some cases, bullying may be a cause of stress. In other cases, it may be family difficulties or some other problem may be the cause i.e. homophobic bullying. Whatever the case, sensitive enquiries need to be carried out and help made available to the child.

Preventative Action Throughout School

1. Use of PSE/Assembly to publicise the school ethos.
2. Take active steps to promote development of child(ren)'s self-esteem

Guidelines for Staff confronted with bullying

1. Assure pupil they will be listened to by a member of staff.
2. Record the incident (class teacher and Head teacher).
3. Reassure pupil that their safety and well-being will be attended to.
4. Inform parents.
5. Meet parents if necessary.

6. If you suspect a sexual or serious physical abuse follow the appropriate abuse procedures.
7. Arrange meetings with other members of staff, teaching and non-teaching, directly involved with the victim(s) and bully or bullies.
8. Keep the pupil informed of action you are taking.
9. If bullying persists invite parents of both parties to school to discuss the situation.

Long-Term Action

1. Counselling for both parties.
2. Staff training to increase skills in early identification of signs of bullying.
3. Record information and action taken in records of all those involved.

Guidelines for Children being bullied

1. Tell someone you feel you can trust. (This may be any adult including teachers, teaching assistants or lunchtime supervisors. Whoever you feel comfortable talking to and trust.)
2. You will be listened to and we will try to do something about it.
3. We will make you safe.
4. We might need to tell someone else but we will tell you what we are going to do first.
5. We will keep a record of what has happened.
6. Tell the person who is bullying you that you know they are a bully and you are going to tell someone.
7. Walk away if you can - do not run - do not argue.

Long-Term

- * Keep with others
- * Stay near adults
- * Keep away from "danger" areas

Guidelines for Parents of Children Being Bullied

1. If your child tells you they are being bullied, keep calm. Getting angry and threatening to visit school may terrify your child further.
2. Praise your child for telling you and reassure them that they have done the right thing in letting you know what is happening.
3. Use your best listening skills. Accept your child's feelings, encourage them to talk about their worries by listening and don't belittle what they are going through - however minor it seems.
4. Don't jump in with advice or try to immediately solve the problem for them. Listen to their ideas and unless they are likely to end up in serious danger or trouble, agree to let them try out their ideas.
5. Remind children of how they can manage their feelings, eg. Talking, relaxing, exercising and distracting themselves.
6. If you tell your child to fight back or say something "clever" to people they may end up feeling twice as bad. They might get into trouble, they might get hurt or they may be laughed at more and they will feel a double failure – not only are they bullied but they have failed to stop as well.
7. Bullying is never acceptable. Do not tell your child to "Just put up with it". Action needs to be taken to stop the bullying.
8. Bullying destroys our confidence, so if your child is being bullied, work doubly hard to help them feel valued and important.
9. Help your child think about what they would like to happen and ask how you can help. Don't rush this step (unless you feel that as an adult you must take action).
10. If the bullying carries on after your child has tried their own strategies and any that you agree together, inform the school and we will take appropriate steps, in accordance with the school policy, a copy of which is available for you.

Guidelines for Parents of a Child who appears to be Bullying

If you feel your child is bullying please tell us:

- * Keep calm, do not over-react
- * Do not contact parents of other children involved

We will:

1. Set up a school meeting with you to:
 - * get the background facts

* reassure and support you

2. We will then meet together with your child to talk on a united front.
3. We will support your child and try to discover the extent of the problem/reasons/feelings.
4. We will jointly decide on a course of action.
5. We will meet with the victim(s) to ascertain their side of the story.
6. We will set up preventative measures to stop a recurrence - see page for Immediate Steps and Sanctions.
7. We will arrange a meeting between the victim and the bully to talk about problems and differences.

Long Term Preventative

See staff guide for children being bullied (page 7).

Monitoring

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively. Regular monitoring will take place to assess whether the policy is effective in reducing bullying.