



# Anti-Bullying Policy

**Ratified:** ...October 2019.....  
**Chair of Governors:** ...Marie Linnane....  
**Review:** ...October 2020.....

# ANTI-BULLYING POLICY

(Please also refer to Behaviour Policy)

## 1. Introduction

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell any of the staff at school. All staff are aware of child protection issues and therefore confidentially cannot be assured, however, staff will be sensitive to both the context and situation.

## 2. What Is Bullying?

*“Bullying is the repeated, malicious use of aggression, both physical and verbal, with the intention of hurting another person. Bullying results in pain and/or emotional distress to the victim”*

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing 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, such as camera and video facilities

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

*Bullying hurts.* No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

## 4. Objectives of this Policy

- To ensure all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To ensure all governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure all pupils and parents should know what the school policy on bullying is, where they should find it and what they should do if bullying arises.

- To demonstrate that we take bullying seriously and that pupils and parents can be assured that they will be supported when bullying is reported.
- To make clear that bullying will not be tolerated.

## 5. 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 or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- runs away from school
- cries themselves to sleep at night or has nightmares
- continually and frequently feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has any monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & 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.

## 6. Procedures and Actions

1. Report all incidents of **alleged** bullying to relevant and appropriate staff, team leader, deputy headteacher and headteacher;
2. The bullying behaviour or threats of bullying must be investigated and managed quickly.
3. All incidents of bullying must be reported to the headteacher; which will contribute to a termly report to the Governing Body and the Local Authority.
4. Bullying incidents will be recorded by the headteacher.
5. In serious cases parents, of both bully and victim, will be informed and will be asked to come in to a meeting to discuss the behaviour.
6. If necessary and appropriate, external agencies will be consulted.

7. Action will be taken to help change the bullying behaviour.
8. Action will be taken to help the victim.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences and sanctions may take place which might include: a child on report, a child missing aspects of the school day, a child not representing their school at functions and/or activities, contact with parents, a behaviour agreement, loss of privileges; internal exclusion.
10. In serious cases, exclusion will be considered
11. If possible, the pupils will be reconciled.
12. Where reconciliation is not possible children will be given strategies so that they can co-exist within the school environment.
13. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
14. A plan will be put in place for support of the victim of bullying

**7. Related learning outcomes with regard to Social Emotional Aspects of and Learning (SEAL)**

“What children should know and understand”

EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>I know I belong in my classroom.</p> <p>I like the ways we are all different and can tell you something special about me.</p> <p>I can tell you some ways in which children can be unkind and bully others.</p> <p>I can tell you how it feels when someone bullies you.</p> <p>I can be kind to children who have been bullied.</p> <p>I know who I could talk to in school if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>	<p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>	<p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p> <p>I can tell you some ways of helping to make someone who is being bullied feel better.</p> <p>I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.</p> <p>I can problem solve a bullying situation with others.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>

## 8. Prevention

We will use a variety of methods for helping children to prevent bullying, including using the expertise of organisations such as the NSPCC, as and when appropriate; these may include:

- having high expectations
- themed whole school assemblies
- writing and referring to a set of class rules and/or codes of behaviour
- dealing with and following up all disagreements
- to be seen to take action
- signing a behaviour contract/target card
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- holding an Anti-Bullying week
- lessons and activities on the dangers of technology
- general letters home with a focus on technology use and abuse

## 9. Helpful Organisations

Advisory Centre for Education (ACE)  
Children's Legal Centre  
KIDSCAPE Parents Helpline  
NSPCC  
Family Lives  
Youth Access  
Bullying Online

[www.ace-ed.org.uk/](http://www.ace-ed.org.uk/)  
[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)  
[www.youthaccess.org.uk](http://www.youthaccess.org.uk)  
[www.bullying.co.uk](http://www.bullying.co.uk)

Visit [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk) for further support on the dangers of ICT.

### How will the policy be monitored?

The policy will be monitored by the headteacher and the Governing Body in association with all staff, children and parents.