

# Anti-bullying Policy

## Our School's Values and Beliefs

At Upwood Primary School all pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear.

All bullying, of any sort, is therefore unacceptable.

We recognise the effects bullying can have on pupils' feelings of self-worth and on their school work therefore Upwood Primary School will actively promote an anti-bullying environment.

It is our belief that all pupils should be included fully in the life of the school. We will provide a learning environment in which all children will develop their potential and receive recognition for their achievements. This can only be achieved in an ethos where each individual is valued and respected.

We will reduce and eradicate, wherever possible, instances in which pupils are subject to any form of bullying. We will provide support to pupils who have been bullied.

## Definition and Types of Bullying

Bullying involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

These factors are reflected in the DCSF and Cambridgeshire OCYPS definitions of bullying:

*'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. DCSF 2007*

*'Bullying is the persistent, deliberate attempt to hurt or humiliate someone'. Cambs OCYPS 2007*

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / ‘cyber bullying’** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

### **Specific Types of Bullying**

Specific Types of Bullying include:

- bullying related to race, religion or culture.
- bullying related to special educational needs (sen) or disabilities.
- bullying related to being gifted or talented.
- bullying related to appearance or health conditions.
- bullying related to sexual orientation.
- bullying of young carers or looked – after children or otherwise related to home circumstances.
- sexist or sexual bullying.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- the ring-leader, the person who through their position of power can direct bullying activity.
- assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

### **Recognising Signs and Symptoms**

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- being frightened of walking to or from school.
- losing self-confidence and self-esteem.
- being frightened to say what's wrong.
- developing unexplained cuts, bruises and other injuries.
- unwilling to go to school, development of school phobia and unusual patterns of non-attendance.
- failing to achieve potential in school work.
- becoming withdrawn, nervous and losing concentration.
- becoming isolated and disengaged from other children.
- developing changes in physical behaviour such as stammering and nervous ticks.
- regularly having books or clothes destroyed.
- having possession go 'missing' or 'lost' including packed lunch and money.
- starting to steal money (to pay the perpetrator).
- becoming easily distressed, disruptive or aggressive.
- developing problems with eating and food.
- running away.
- developing sleep problems and having nightmares.
- developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service.

### **Recognising Reasons For Why Children May Bully**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances.
- liking the feeling of power and using bullying behaviour to get their own way.
- having a temperament that may be aggressive, quick tempered or jealous.
- having been abused or bullied in some way.
- feeling frustrated, insecure, inadequate, humiliated.
- finding it difficult to socialise and make friends.
- being overly self-orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others.
- being unable to resist negative peer pressure.
- being under pressure to succeed at all costs.

## Creating an Anti-Bullying Climate in our School

At Upwood Primary School we promote positive behaviour in school and create an environment where pupils behave well, take responsibility for each other's emotional and social well being and include and support each other.

Our curriculum will be used to:

- raise awareness about bullying and our Anti-bullying Policy;
- increase understanding for victims and help build an anti-bullying ethos;
- teach pupils how constructively to manage relationships with others.

Circle time, assembly, role play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Our School Council offers a forum in which concerns about bullying can be discussed.

Parents/carers and staff will be aware that mobile phones with video facilities can be used in conjunction with popular social internet sites to post the verbal and/or visual harassment intimidation of others. **To prevent such incidents at Upwood Primary School, children should not bring mobile phones to school.**

## School Strategies for Dealing with Bullying

Bullying will not be tolerated and staff, governors, parents/carers and pupils have a responsibility to ensure that bullying incidents are dealt with quickly and effectively. Our anti-bullying strategies do not work in isolation but are part of a wider policy on positive behaviour and whole school ethos.

There is an expectation that all members of our school community will behave in a positive and supportive way towards each other. If bullying occurs it is then a problem for the whole school community and should be dealt with in an open and constructive way.

The role of pupils:

- pupils have the right to complain. Bullying should be reported to staff and parents/carers.
- never join in with bullying.
- actively discourage others from bullying.

The role of staff:

- ensure that everyone understands that we do not accept bullying in our school.
- use PSHE (Personal, Social and Health Education) to build self-esteem in our pupils.
- use PSHE to teach and develop understanding about bullies and victims.
- be active in encouraging positive relationships between the pupils in our care.
- develop positive relationships between staff and pupils.

- be vigilant in looking for signs of bullying.
- to provide a good role model for pupils.
- ensure good communication between all staff when monitoring a particular situation.

The role of parents/carers:

- to discuss the issue of bullying.
- to encourage their children to tell them about difficulties.
- to discourage aggressive behaviour in their children towards others.
- to work with school to help prevent bullying.

## **Responding to Incidents When They Occur**

The procedure and stages in responding effectively to bullying at our school are:

### Monitoring and recording behaviour and relationship issues.

The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall behaviour management policy. It supports the detection of bullying and allows for intervention at an early stage.

### Making sure the person being bullied is safe and feels safe.

When a child reports being bullied (including when they describe disability, racist, gender or homophobic bullying), the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner.

### Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies are also recorded.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. Children are invited to contribute initially and on an ongoing basis throughout the follow-up period. Where appropriate, children are told what should happen to the information. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in the head teacher's office in a secure cupboard.

The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the RaID website. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools.

#### Deciding upon a response

All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that children causing harm should be held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied;
- accepting responsibility for the harm caused to others (for example staff, friends or family);
- recognising the need to take action to begin to repair the harm caused; and
- agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate, the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- impress on the perpetrator that what he/she has done is unacceptable
- deter him/her from repeating that behaviour
- signal to other CYP that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the children who bully to account for their behaviour and ensure that they face up to the harm they have caused and

learn from it. They also provide an opportunity for the child to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. This approach gives the best chance that bullying will not be repeated.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Serious cases of bullying can include where violence and damage to property has taken place. The DCSF guidance for exclusion appeal panels makes clear that 'pupils responsible for violence and threatened violence should not normally be re-instated'. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack.

#### Communicating with whole school community

The school will communicate to the whole school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers (see below).

#### Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

#### **Working with Parents/Carers**

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children to learn about the consequences of their actions.

A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents report form. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

### **Summary of Our Responsibilities**

Everyone within school is expected to act in a respectful and supportive way towards one another, and adhere to and to promote the objectives of this Policy.

Pupils are expected to report all incidents of bullying, support each other and to seek help to ensure everyone feels safe and no one feels excluded or afraid in school.

Parents/carers can help by supporting our Anti-bullying Policy and procedures, discussing with their child's teacher any concerns that their child may be experiencing, and helping to establish an anti-bullying culture outside of school.

**Appendix 1**

<b>ALLEGED BULLYING INCIDENT</b>			
Student allegedly bullied Name(s)	d.o.b.	Year	Group
Ethnicity	Gender M / F	SEN Stage	
Home language	looked-after child Y / N		
Date of incident			
Time of incident			
Location of incident			
Nature of incident, identify details of any injury or damage to property, etc			
<p>Circle any elements that apply:</p> <p>Racist      Sexual/Sexist      Homophobic      SEN/Disability</p>			
Member of staff to whom the incident was reported			

Alleged perpetrator(s): Name(s)	Year	Group
Witnesses to the incident		
Witness reports of incident (continue on separate sheets if necessary)		
Parents/carers of alleged subject(s) informed: Date		
Parents/carers of alleged perpetrators informed: Date		
Details of immediate action taken		