

Somerford Primary School

ANTI-BULLYING POLICY

Date issued: **January 2018**

Date to be reviewed: **January 2019 (annually)**

Our Anti-Bullying Champions are **Chris Walsh and Nicola Doherty**

At Somerford Primary School we work together with parents and children to create a happy, caring environment where children want to come and learn. We recognise that all schools have incidences of bullying at some time and that dealing effectively and quickly with any issue is vital.

This policy should be read in conjunction with the Child Protection Policy.

1. Roles and responsibilities

The **leaders** at Somerford Primary School will:

1. Develop the policy
2. Review the progress the school is making in relation to the anti-bullying agenda

The **Anti-Bullying Champions** will:

1. Support children who have experienced bullying
2. Respond to children who have bullied
3. Model appropriate, respectful behaviour

The **children and parents** in our organisation will be supported to:

1. Embrace a culture that respects difference
2. Support children who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in -
 - the development of the policy
 - the implementation of the policy
 - the evaluation of the policy

In schools **Governors** are responsible for monitoring the above.

2. The aims and objectives

The aims and objectives of this policy should develop and maintain;

1. A culture of respect where difference is valued
2. A system of support for children who have been bullied
3. A system of clear, fair and consistent responses to incidences of bullying

The children said the purpose of our policy is;

- To stop bullying
- To protect young people

- Support young people who are being bullied
- To give effective help to the bully and the victim
- Create a policy that all must follow with clear actions to follow and solutions to problems
- Provide advice on how to react to different types of bullying
- Help communication between parents, professionals, victims and bullies
- Promote equality and prevent discrimination
- To help you to be confident to tell people

3. Defining bullying

The children defined bullying as;

- One of the worst things that can happen to you
- Intentional, disrespectful, discriminative, repetitive, physical, mental, hurtful behaviour
- Making someone feel small so you can feel big
- People picking on you and when you feel like the joke has gone too far
- When the victim feels it is bullying “playful banter is not bullying – often children get in more trouble for banter with friends that when actually bullying people”
- When the bully has more power

Cyber- Bullying

The rapid development of and widespread access to technology has provided a new medium for ‘virtual bullying’, which can occur outside school. Cyber- bullying is a different form of bullying, which can happen at any time, with the potentially bigger audience, and more accessories as people forward on content at the click of a button. At Somerford Primary School we support parents with how to respond to cyber-bullying and how pupils can keep themselves safe. The school recognises cyber-bullying could be a form of emotional abuse and safeguarding procedures would be implemented if necessary.

4. Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children’s Fund (UNICEF) website:

“...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.”
(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by;

- Training to ensure a knowledge about diversity and issues associated with bullying
- Modelling of appropriate respectful behaviour by all people.

Children said bullying could be tackled in the following ways:

- Adults should take bullying more seriously
- Don’t be offended, think of positive things
- Talk to someone you trust
- Ignore them and they will go away
- Walk away
- Ask someone who has been bullied for advice
- Find someone who has been bullied and help them

5. Support children want when they are bullied

- People to talk to
- Advice
- Posters
- Parents
- Listening and not judging
- A kind, understanding approach
- Someone trustworthy to confide in
- Discuss what is best for the victims
- Talking to someone who won't be judgemental
- A team around the one bullied
- For the bully to be dealt with
- Adults challenging bad comments
- Adults should deal with the problem rather than ignoring it
- Support to tell the bully how you feel
- Listened to by anyone "I would like to listened to, cared for and supported"
- Follow up on reported incidents – has it stopped?
- Adults and other children should take on the responsibility to stop bullying, not just the victim

We will address each incident of bullying individually and appropriately. This will include:

1. Listening to the child young person who has been bullied and agreeing the type of support they feel they need
2. Applying rules consistently and fairly.

Procedures:- First comes prevention – through Anti Bullying Week (usually in October or November), teaching about similarities and differences, Jigsaw, circle time, assemblies, British Values, rules on the playground, golden rules, corridor and hall protocols. We use our positive behaviour policy to promote good behaviours. We use PHSE and Jigsaw to teach our children how to be good citizens.

When bullying is reported:- A member of SLT / Pastoral Care team will take on the responsibility for the case and establish whether it appears that bullying is occurring or has taken place or whether it is another type of behaviour (See Appendix A). They will discuss individually with the bully, child being bullied and witnesses of the bullying and discuss with the parents of the bully and the child being bullied. A sanction will be issued for specific incidents where appropriate.

Prevent reoccurrence:-

A Senior Member of staff will choose to initiate step 1 or 2.

1. Identify two key members of staff for the children to report any concerns to. The identified adults will be informed as to the problem, the Senior Staff member's role and who to report to. A review date will be arranged with the parents.
2. The identified children will be placed on 'RED ALERT'. Everyone who works with the children (including Lunchtime staff) will be alert to any incidents between the children and any concerns will be reported back to a designated member of SLT. This usually lasts for two weeks initially. All information is discussed with staff and parents so that a satisfactory and positive solution can be found. The member of SLT will meet with

the parents at the end of the two weeks to review and will contact parents at any point if any incidents arise.

The concerns will be recorded in the schools management system along with and consequences and future actions.

Bullying Outside School Premises:-

Where bullying outside the school premises is reported to staff, it will be investigated and acted on where appropriate. The Head of School will also consider whether it is appropriate to notify the police or anti- social behaviour co-ordinator in their local authority of the action taken against the pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

6. Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, this will be reported to Children’s Services Social Care. Even when Safeguarding is not considered to be an issue the school may need to draw upon a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to the child carrying out the bullying.

7. Evaluating

Somerford Primary School will evaluate the effectiveness of our anti-bullying policy by assessing if:

- Children and young people are more satisfied with how bullying is dealt with.
- Children and young people feel safe because of the policy
- There is greater parental confidence in the effectiveness of the policy

Further sources of information

(Reference to DfE Preventing and tackling bullying Oct 2014)

DfE resources:

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Legislative links:

School’s duty to promote good behaviour (Education and Inpections Act 2006 Section 89) and Education (Independent School Standards)(England) Regulations 2010

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

.Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. All pupils to participate in Cyber Bullying Day (Summer term) to raise awareness of issues surrounding cyber bullying.

Think You Know : Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

LGBT:

EACH (Educational Action Challenging Homophobia): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewell: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

Mencap: represents people with learning disabilities, with specific advice and information for people who work with children and young people.

RACISM :

Show Racism the Red Card : Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out : Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust : Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination and cultural diversity.

www.dorsetscb.co.uk/site/advice-for-people-working-with-children/bullying-and-e-safety

Appendix A

Definitions of behaviour

Rude = Inadvertently saying or doing something that hurts someone else.

Rudeness might look like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness or poor manners, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice)

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Children are mean to each other when they criticise clothing, appearance, intelligence, coolness etc. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often quickly regretted. Very often, mean behaviour in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Mean behaviours can wound deeply. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression.** This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling and a range of other behaviours that involve physical aggression.
- **Verbal aggression.** We know that words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which children use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning and rumour spreading are all forms of this bullying.
- **Cyberbullying** is a specific form of bullying that involves technology. It is the "wilful and repeated harm inflicted through the use of computers, mobile phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

All of these behaviours will be dealt with by school but this policy relates to bullying only. See the Positive Behaviour Policy for information about how the other behaviours will be dealt with.

