

TANKERSLEY C of E (A) PRIMARY SCHOOL

ANTI-BULLYING POLICY



***“To develop a love of learning in a
Christian environment”***

Introduction

As a Church of England Primary School, we believe that this policy is underpinned by our vision of *'A love of learning developed in a Christian environment'* and our school aims of *Aiming High and Self Belief, Community Spirit, Enterprise, Enquiry and Respect*

What is bullying ? - Our school definition of bullying

There are many definitions of bullying, but most schools consider it to be:

"A behaviour by an individual or group, usually **repeated** over time, that intentionally hurts another individual or group either physically or emotionally."

A one off incident may not be classed as bullying and the school recognises the importance of recording ongoing incidents to build up a picture which may then be determined as bullying.

All bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Bullying can be explained to pupils as a person or group of people who make you feel:

- 'Badly different', alone, unimportant and/or unvalued
- Physically and/or mentally hurt or distressed
- Unsafe and/or frightened
- Unable to do well and achieve
- Unable to see a positive future for yourself

Aims and purpose of our Anti Bullying Policy

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within our school community to be alert to signs and evidence of bullying whether as observer or victim.
- To ensure that the whole school community is clear that we are a "telling school"
- To ensure that all reported incidents of bullying are followed up.
- To seek parental and peer-group support and co-operation at all times.

What we as a school do to prevent bullying

- We encourage children to know that a "telling school" where anyone who sees bullying or has it done to them tells an appropriate adult.
- Ensure that all children know Bullying is not acceptable through discussions, lessons and assemblies.
- Inform the parents/carers of the victim of what has been happening if bullying has occurred.
- Inform the parents/carers of the bully of what has been happening if bullying has occurred.
- Make the punishments for bullying known to all the children through the behaviour policy.
- Show children how to be assertive with bullies through roleplay, discussion and assemblies – anti bullying week
- Develop an ethos of care and support within the wider community of the school through our aim of community spirit.

Specific types of bullying behaviour other than verbal and physical:

Cyber Bullying – See also our Internet and esafety policy

Cyber bullying is when a person, or a group of people, uses the internet, mobiles phones or other digital technologies to threaten, tease or abuse someone, for example:

- **Email** Sending abusive emails to someone, or to a group of people, who may then join in the bullying. Sending inappropriate videos and other content or computer viruses by email.
- **Instant messaging and chatrooms** Using instant messaging and chatrooms to send threatening or abusive messages to someone and asking others to join in.
- **Social networking sites** Creating fake profiles for people or leaving abusive messages on existing profiles for others to see
- **Mobile phones** Sending abusive text, video or photo messages as well as sharing videos of physical attacks on individuals (happy slapping, etc.)
- **Abusing personal information** Posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without your permission.

The school will explore safe ways of using technologies with learners to support self-esteem, assertiveness and participation, and to develop friendships. Children are more likely to report the misuse of technology in an environment where positive use is promoted.

What should pupils do when they are subjected to cyber bullying?

- Tell an adult in school
- Don't reply to any messages received
- Keep a copy of abusive emails, texts or messages that they receive or when they were sent
- Never give out any personal details on the internet such as your real name, address, age or telephone number

Bullying involving children with special educational needs and disabilities

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex healthy needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perceptions of difference
- Find it more difficult to resist bullies
- Be more isolated, not have many friends
- Not understand that what is happening to them is bullying
- Have difficulties telling people about bullying

Racist, religious and cultural bullying

The Stephen Lawrence Inquiry, 1999, defined racism as:

Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.

Racist, religious and cultural bullying is:

- When a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background.
- When people are stereotyped by their colour or religion
- When a person is rejected or excluded from a group because of their colour or religion
- When people make fun of a person's family
- When a person is treated unfairly because of their way of life.

All instances of racist bullying in school are racist incidents. Not all racist incidents, however, are necessarily instances of racist bullying.

Homophobic bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people, or against those perceived to be lesbian, gay or bisexual. It can also be targeted towards pupils who are seen to be "different" in some other way, for example, because they may be considered shy by other pupils. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

PROCEDURES FOR DEALING WITH INCIDENTS AT TANKERSLEY SCHOOL

What should pupils do if they think they are being bullied?

Tell someone – it could be their teacher, parent/carer or any other adult in school.

What should the pupils tell an adult?

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

What should a pupil do if they witness bullying?

- Tell an adult in school
- Inform a school council representative who will then inform an adult without delay.

What action will the school staff take?

- Support the person bullied.
- Respond promptly and firmly
- Address any related bystanders
- Complete the Bullying forms and follow procedures

Procedures for staff to follow with Bullying

Wherever possible a 'no blame' approach should be adopted. This approach wherever possible should be used initially as a method of dealing with any incidences of bullying that occur. Using this method the bullying is the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

1. The teacher talks to the victim to find out their concerns and issues
2. The teacher convenes a meeting with all the pupils involved.
3. The teacher explains the problem to the pupils and the nature of the bullying.
4. The group shares the responsibility. The teacher asks the group for their ideas.
5. The teacher leaves it up to them to implement the ideas and resolutions.
6. The teacher meet with the victim first and then group, after a few days, to review the progress made.
7. The teacher will decide, at this stage, if the bullying problem is to be taken further and possible punishments may follow for the bullies to improve the situation.

ALL INFORMATION AT EACH STAGE WILL BE RECORDED ON THE BULLYING LOGS KEPT IN BLUE FILE IN SCHOOL OFFICE

If the "No-Blame" approach and associated additional punishments do not work then a meeting will be called where both parents and/or carers meet with the headteacher and to discuss the way forward.

What additional punishments will there be if the No-Blame Approach does not work?

The following consequences may be used:

- Headteacher informed and meeting with parents arranged to discuss sanctions
- Ongoing counselling sessions from appropriate person for bullied pupil
- Withdrawal of privileges for bully
- School suspension for bully as a last resort- Governors informed at this stage
- As a last resort, a two-day exclusion will be given to pupil if the bullying continues - possible referral to PRU

What should parents do about bullying?

Inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. Parents and/or carers should talk about the problems of bullying with their child and assertive techniques.

Responsible Persons

The Headteacher is responsible for recording and monitoring the incidents of bullying in school. The Chair of Governors is the appointed Governor for responsibility for monitoring bullying incidents. The Pupil Discipline Committee will discuss objections raised by parents to fixed and permanent exclusions.

Recording, Evaluating and Monitoring

Reports of bullying will be logged by the teacher and records held in the office in the BLUE INCIDENTS file. Incidents of bullying will be monitored on a termly basis and intervention strategies reviewed.

Dissemination

The key messages of this policy will be shared with staff pupils as part of their learning and through the curriculum and in assemblies, (e.g PSHCE lessons, circle time, RE lessons, Computing lessons – safety, School and Class Council, Anti bullying and internet esafety themed weeks held annually in school etc.)

Copies of the policy and the parents version are available for parents/carers at the school office.

Review

The Governing Body, headteacher and all staff view bullying as a very serious impairment of the school's normal work and life, even though incidents are very small in number. The Anti Bullying Policy will be reviewed every year

Other relevant policies:

E Safety/Responsible User Policy
Behaviour Policy
Safeguarding Policy

Useful websites – see also links from school site:

www.childline.org.uk
www.cybermentors.org.uk
www.kidscape.org.uk
www.besomeonetotell.org.uk

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Next review Sept 2017