

THE JOHN HARROX PRIMARY SCHOOL

ANTI-BULLYING POLICY

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

It is not bullying when two children of equal power or strength have an argument or falling out. We do not consider an isolated incident to be bullying. However as a school we would still take the incident seriously and help the children to resolve their difficulties and follow procedures outlined in our behaviour policy.

We recognise that there are important reasons to challenge bullying immediately. Bullying makes children unhappy, and over time the child could lose confidence, self-esteem and feel powerless to control what is happening to them. This could result in an inability to concentrate fully on their work and will begin to affect the child's academic, social and emotional progress.

This school has clear aims in relation to the prevention of bullying behaviour.

- To maintain the prevention and tackling of bullying behaviour as a high priority at all times.
- To promote school values which reject bullying behaviour and promote co-operative behaviour.
- To involve the whole school community in developing, implementing and maintaining our policy against bullying.
- To ensure that children feel able to tell staff if they are being bullied, and to respond promptly, fairly and consistently to reports of bullying.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others, these may include:

<p>PHYSICAL BULLYING</p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it;</p> <ul style="list-style-type: none"> - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another 	<p>VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <ul style="list-style-type: none"> - ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
<p>EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play;</p> <ul style="list-style-type: none"> - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures 	<p>CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</p> <ul style="list-style-type: none"> - misuse of mobile phones by text messaging /calls or images - again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation

These categories may be inter-related

Signs and symptoms for parents and staff

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
- 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 or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (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 and jumpy when a cyber message is received
- lack of eye contact

- becoming short tempered
- change in attitude to people at home.

These should be considered as possible signs of bullying but could also be attributed to other causes. If a parent has concerns about their or any other child regarding bullying then we ask that they report this to the school.

If a child feels that they are being bullied then there they are encouraged to do the following:

- tell a teacher or adult whom they feel they can trust (class teacher TA or Mrs Capper our learning mentor)
- tell a parent or adult at home whom they feel they can trust
- tell a friend
- discuss it as part of your PSHE time
- ring ChildLine and follow the advice given

Anti bullying strategies

Our whole school ethos centred on our 5C values promotes an anti-bullying caring culture where every individual both adult and child is valued. In addition to this specific curriculum work about bullying supports preventative. Assemblies and collective worship also provide an opportunity for raising children's awareness. Themes such as friendship, getting on and falling out, conflict and trust may be used as a basis. PSHE will positively develop self-esteem and directly teach children assertive strategies and how to develop and maintain relationships with others.

Staff are vigilant and fully aware of possible signs or bullying as identified above and of signs of introspective, withdrawn behaviour, deterioration of work, repeated absences or general unhappiness in a child which may be a result from being a victim. Staff are proactive in investigating bullying where concerns are raised and will act upon changes in behaviour they see as a sign of bullying. The school Learning Mentor may become involved to provide pastoral support and work with children to investigate concerns using a range of resources such as blob trees, feelings work and worry boxes.

When an incident of bullying is reported staff know how to respond positively and direct action against bullying occurs within a context which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated.

Specific anti-bullying themes are taught through PSHE and may include: what bullying is, how it feels, why people bully, how bullying may be prevented, how both children and adults respond to incidents and using social, emotional and behavioural skills to tackle bullying. Literature, historical events and current affairs may also be chosen to reinforce the school's anti bullying approach.

Anti-bullying themes are also covered through the e-safety curriculum and other opportunities to raise the awareness of bullying may be used such as linking work to anti-bullying week, themes covered by our JPCSOs or working in collaboration with other agencies such as the NSPCC.

Opportunities are frequently found for children to achieve praise and recognition and the school promotes cooperative activities involving all children. Children are given responsibility for being helpful, kind and caring to younger children, their peers and their teachers.

Children involved in bullying others may feel quite justified in their actions, and may be reluctant to admit to them. Some children may even make false allegations of bullying against someone else to get them into trouble. It can be difficult for teaching and supervisory staff to build an accurate

picture of events or to be sure of who is telling the truth. In this instance a classteacher/supervisor can often build upon their relationship with individual children to encourage honest and direct discussion.

When a bullying allegation is made the following procedures will be used to guide our response:

- the allegation will be investigated
- a record of the investigation and outcomes may be kept (see logging an allegation of bullying form)
- staff may be required to closely support/monitor different children (victim and/or perpetrator)
- wider staff may be asked to monitor certain interactions, for example at break times
- parents of victim /perpetrator may be informed
- suitable sanctions may be used such as missing break times (see behaviour policy) and in extreme circumstances fixed term or permanent exclusion may be necessary
- it may be considered necessary to inform the police.

Victims of bullying need to feel secure in the knowledge that if they report an incident it will be dealt with sympathetically and sensitively to avoid an escalation of the problem or victimisation from others.

Monitoring

Incidents of bullying should be monitored to enable the school to follow up and record progress. Individual incidents which on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. The record will take account of the following:

- who was involved (or alleged to be)
- where and when it happened
- what happened
- what action taken was taken
- how the allegation was followed up and resolved

Recording of incidents involves all teaching and non-teaching staff and pupils when appropriate. Information must be based on fact and not speculation and must remain clear. Confidential information must not be included to comply with data protection.

Bullying outside the school premises

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we may:

Use the school behaviour and anti-bullying policy to follow up on bullying reports and take the appropriate action in school which may include:

- take action in the same way as if the bullying incident had occurred in school using the school's policies
- talk to pupils about how to avoid or handle bullying outside of school
- talk to the Head Teacher of another school whose pupils are bullying
- talk to the police.

Advice to parents

If you are the parent of a child whom you suspect is being bullied:

- report bullying incidents to the school by talking to a member of staff usually in the first instance the class teacher
- further advice can be found through the resources identified at the end of the policy (this is not an exhaustive list).

We ask that parents Do Not:

- attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents
- encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Help organisations:

Advisory Centre for Education (ACE) 020 7354 8321

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 020 7730 3300

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens
London SW1W 0DH

ChildLine 0800 1111

Parentline Plus 0808 800 2222

Bullying Online www.bullying.co.uk

Youth Access 020 8772 9900

Logging an allegation of bullying form.

The following questions should be answered about the alleged bullying incident by completing this form:

- Who was involved
- Where and when did it happen
- What happened
- Action taken
- Follow up

ALLEGED BULLYING INCIDENT			
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			
Circle any elements that apply:			

Racist	Sexual/Sexist	Homophobic	SEN/Disability
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 (if appropriate): Date			
Time			
Parents/carers of alleged perpetrators informed (if appropriate): Date			
Time			
Details of immediate action taken (continue on separate sheets if necessary):			