

THURLBY COMMUNITY PRIMARY SCHOOL.

ANTI-BULLYING POLICY

1. Introduction

- 1.1 This policy needs to be supported by the whole school community, not only by the teaching staff and pupils, but also by non-teaching staff who have day to day contact with the pupils; office staff, lunchtime supervisors etc.
- 1.2 The School policy for Anti-Bullying reflects the consensus of opinion of the whole staff. It has been drawn up as a result of staff discussions and has the full agreement of the Governing Body. It was agreed at the 19/11/03 meeting of the Governing Body.
- 1.3 The implementation of this policy is the responsibility of all the staff.

2. Aims

- We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. To achieve this aim it is necessary to combat bullying.
- If bullying does occur, all pupils should be able to report them and know that incidents will be dealt with promptly and effectively.
- Anyone who knows that bullying of any kind is taking place is expected to tell staff.

3. Objectives

- All staff, governors, pupils and parents should have an understanding of bullying.
- Clear procedures for reporting bullying should be understood and followed.

4. Definition of Bullying

Bullying is the use of premeditated or repeated aggression with the intention of hurting another person and which results in pain and distress to the victim.

This bullying can be:-

- Physical - pushing, kicking, hitting, pinching or any use of violence
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Emotional - excluding, tormenting, using threatening gestures, being unfriendly and continuing to be so for a period of time
- Racist - racial taunts, gestures
- Sexual - physical contact, abusive comments

5. Identifying Bullies

There is not a definitive set of characteristics that describe a bully. Bullies may be children who are:-

- secure or insecure
- successful academic achievers or achieving less than their peers
- popular or unpopular

Bullies do however share a set of common traits:-

- tending to have assertive, aggressive attitudes over which they exercise little control
- unable to imagine how the victim feels, lacking empathy
- consider that the victim 'deserves' the bullying as a way of overcoming their own guilt

6. Action by Bullies

Individuals may use bullying to demonstrate their power of leadership to their group of friends or to on-lookers.

Persuasion may be used to get their group of friends to join in, to confirm to the solidarity of the group.

7. Identifying Victims

Victims may be:-

- new to the area, school or class
- in some way different in appearance, speech or background
- have a poor opinion of themselves - suffer from low self esteem - although occasionally the opposite may be true
- appear excessively nervous or anxious
- provide 'entertainment' for the bully prone to tantrums, lose self-control
- simply in the wrong place at the wrong time and react inappropriately in response to a bully

8. Signs and Symptoms

Staff must watch for indications that a child is being bullied. They should investigate if a child:-

- is frightened of walking to or from school
- changes route to school
- is unwilling to come to school
- begins to underachieve in school work
- unexplained bruises, scratches or cuts
- becomes withdrawn
- starts to stammer
- has books or clothes damaged
- has possessions taken
- stops eating
- cries easily

- becomes disruptive or aggressive
- has money stolen from them
- steals money (to pay bully)
- has little in their lunch box (food taken from them or used as payment to bully)
- appears 'frightened' to say what is wrong
- runs away
- has nightmares
- gives improbable excuses to explain any of the above

Although a number of the indicators above may be brought about by a range of events, they are all indicative of a response to bullying and should be investigated.

Victims sometimes see themselves as being without any friends, in some way inadequate, they can become withdrawn, depressed, behave out of character.

Victims may believe that they deserve to be bullied and that the treatment they are receiving is appropriate.

9. Procedures and Outcomes

- Bullying incidents must be reported to the staff - all incidents must be thoroughly dealt with.
- It must be immediately made clear that you disagree with the act/behaviour.
- All parties must be heard, victim, bully, witness.
- The bully and the victim should (where appropriate) separately record the events in writing.
- In cases of serious bullying, the incidents will be recorded by staff in writing.
- The Headteacher or Deputy Headteacher must be consulted - action to be taken may then be agreed.
- The bullying behaviour and threats of bullying must immediately stop.

- Reassure the victim(s), they must not be made to feel inadequate.
- Encourage the bully to see the victim's point of view.
- Parents should be informed (in serious or ongoing cases). A meeting should be arranged with parents to discuss the problem.
- Involve the support, where appropriate, of outside agencies that are known to staff and pupils.
- An attempt must be made to help the bully (bullies) change their behaviour.
- The bully will be expected to apologise for their action and other appropriate consequences may take place.
- The bully should be appropriately punished - reacting aggressively gives the message that it is acceptable to bully if you have the power and gives credibility to the behaviour.
- In serious cases, suspension or even exclusion may take place and is at the discretion of the headteacher.
- Where appropriate and possible, the children will be reconciled.
- Share your experience with colleagues.

10. Prevention

The awareness of the schools response to bullying must be raised. This can ideally be done through PSHE sessions and other appropriate areas of the curriculum.

A caring co-operative ethos may be created by teaching social behaviour by drawing on incidents as they occur in the daily life of the class. Social skills should be taught in a conscious and systematic way.

As and when appropriate this may include writing a set of school rules, signing a 'behaviour contract', writing stories or drawing pictures relating to bullying or having stories read to them in class or assembly. Role-play through drama lessons may be used as a vehicle to raise awareness and promote discussion.

Opportunities must be provided for pupils to talk about bullying.

If possible, help to prevent a recurrence by identifying 'trigger factors'.

Assess which areas of the school environment are likely 'bullying' areas and ensure regular patrols etc.

Victims of bullying need their self-esteem raised through activities designed to improve their social skills. Only very rarely do children become victims because their self-esteem is too great. They nearly always need support from teachers and parents to counter their feelings of inferiority and guilt.

Appropriate methods of rewarding non-aggressive behaviour should be used.

It is vitally important that action is taken when a child does tell a member of staff they are having problems.

11. Review

The Headteacher and staff will review this policy in the Summer Term of 2017. Any suggested amendments will be presented to the Governors for discussion at their first meeting in the Autumn Term 2017.

This policy was last reviewed by The Headteacher in June 2016. It was resolved that no changes were required and that the policy would be reviewed again annually.