



**Greenmount Primary School**

# **ANTI-BULLYING POLICY**

**July 2019**

**Together, we nurture the future**

## 1 Document Information

<b>Title:</b>	<b>Anti-bullying Policy</b>
<b>Status:</b>	<b>Final</b>
<b>Current Version:</b>	V 1.1
<b>Author(s):</b>	Richard May, Headteacher
<b>Approving Committee:</b>	Achievement & Standards
<b>Approved by:</b>	Ann Ross, Chair of the Achievement & Standards Committee
<b>Approval Date:</b>	11 <sup>th</sup> July 2019
<b>Review Frequency:</b>	Every 2 years
<b>Next Review</b>	Autumn 2021

Version History		
Version	Date	Description
1.0	Autumn 2015	Initial version
1.1	1st July 2019	Reformatted, flagged for review

## 2 Contents

1	Document Information.....	2
2	Contents .....	2
3	General .....	3
4	Statutory duty of schools .....	3
5	Objectives of this Policy.....	3
6	All children at Greenmount should .....	3
7	What Is Bullying? .....	4
8	Why is it Important to Respond to Bullying? .....	4
9	Signs and Symptoms - victims .....	4
10	Signs and Symptoms – perpetrators .....	5
10.1	Physical indicators .....	5
10.2	Emotional indicators .....	5
10.3	Behavioural indicators.....	5
11	Framework for Anti-Bullying Action:.....	6
12	Procedures: .....	7
12.1	Informal: .....	7
12.2	Formal: .....	8

13	Outcomes and Sanctions:.....	9
14	Monitoring, evaluation and review .....	9
15	Further information for parents and staff:.....	9

### 3 General

It is the right of every individual at our school to feel safe and valued and it is the responsibility of all of us to ensure this. Through the implementation and monitoring of this policy, our aim is to create an ethos and environment where this is the case.

We regard all bullying as serious and will always take immediate action to confront and prevent it.

We encourage all members of the school community to work against bullying at all levels and to report any incidents.

The school's behaviour management further embeds children's understanding of bullying and our crucial British Values, particularly the Rule of Law. This rationale is enshrined in the school community's Bill of Rights' –

*Teachers have the right to teach*

*Children have the right to learn*

*Everyone has the right to safety*

*Everyone has the right to dignity*

All of the adults and children at Greenmount have a responsibility to make sure that everybody gets these rights.

### 4 Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### 5 Objectives of this Policy

- Bullying will not be tolerated.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All governors and staff should know what the school's policy is on bullying and follow it when bullying is reported.

### 6 All children at Greenmount should

- Not ignore bullying – it won't go away on its own and it may get worse.

- Tell someone they trust – such as a teacher, parent or friend.
- Remember that being bullied is not their fault; no one deserves to be bullied.

## 7 What Is Bullying?

Bullying is the use of physical or verbal aggression or manipulation with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical the use of violence, e.g. pushing, kicking, hitting or punching
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually provocative/abusive comments
- Homophobic because of, or focusing on issues of homosexuality
- Cyber the manipulative and abusive use of the internet e.g. email & internet chat rooms. Mobile threats by text messaging, Bluetooth & calls, misuse of associated technology e.g. camera & video facilities
- Extremism a tendency to go to extremes or an instance of going to extremes, especially in politics

## 8 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

## 9 Signs and Symptoms - victims

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:

- feels ill in the morning
- begins to do poorly in schoolwork
- is frightened of walking to or from school alone
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- cries themselves to sleep at night or has nightmares
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (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 & jumpy when a cyber message is received
- attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

## **10 Signs and Symptoms – perpetrators**

### **10.1 Physical indicators**

- Using physical strength/presence to intimidate or influence other pupils.
- Being overtly physical and confrontational with adults and peers.
- Seeking approval from peers, possibly older ones, by using physical violence as a means of expression.

### **10.2 Emotional indicators**

- Refusal/inability to empathise with others.
- Desire to be in control. Pupils who bully often display a need to be in charge of events and an inability to share leadership or work co-operatively with others. They may be able to work with others, but only on their terms.
- Inability/refusal to accept responsibility for actions. In a bullying situation, they often express the opinion that the responsibility for bullying lies with the victim, that it is his/her fault for being weak or not standing up for him or herself.
- A tendency to relate to others in a negative way, e.g. persistently making negative comments about other people's appearance, intelligence, ability, family, behaviour, etc.

### **10.3 Behavioural indicators**

- Professing an exaggerated high self-opinion. Many young people who bully have a low self-esteem and bully in order to exert their will over others and give themselves a sense of power and superiority. They often brag about their exploits and abilities to cover a low sense of self-worth.
- Professing indifference for areas and activities in which they do not excel. This may involve ridiculing other children and young people who have strengths in these areas.

A pupil who shows one or more of these indicators is not necessarily bullying, but they are displaying and supporting behaviours and attitudes that impact on other pupils and themselves in a negative way. It is important that individual teaching staff and the school community as a whole challenge these behaviours and attitudes, both directly (through conversations with the pupil in question) and indirectly (through teaching and content of lessons).

## 11 Framework for Anti-Bullying Action:

We believe that prevention is *always* better than cure.

The school will:

- Encourage the caring and nurturing side of children and utilise aspects of SEAL where appropriate
- Develop and maintain a caring, co-operative ethos
- Discuss friendship, caring for others and relationships as part of PSHE
- Through School Council, encourage caring behaviours, particularly when staff cover is at a minimum (lunchtimes and other social times).
- Through School Council regularly monitor perceived bullying and potential “bully” hot spots in the playground/ school environment.
- Ensure adequate staff supervision in playgrounds, with encouragement towards collaborative and structured games
- Ensure that everyone is aware of and upholds the schools mission statement
- Ensure children know what to do if they witness others being unkind or bullying
- Encourage individuality and tolerance
- Ensure that children know that watching bullying behaviour and doing nothing or colluding with a bully is *supporting* bullying behaviour
- Provide CPD for staff, staff discussion and peer support/mentoring at least annually.

In addition, where appropriate the school will consider taking the following actions to highlight and reinforce messages about anti-bullying and caring for others

- Questionnaire surveys which have helped reveal the scale and nature of the problem
- Improved supervision in known problem areas

- Using drama, role-play, novels etc. within the formal curriculum to help pupils understand the feelings of bullied and bullying children and to practice the skills they need to avoid bullying
- Developing the playground as a learning environment, particularly in terms of PSHE
- Promote regular use of circle/check in times
- Improving links with parents and the community through meetings and other activities
- Promote Peer Support and buddy schemes when appropriate
- Feature the promotion of anti- bullying in school assemblies
- Ask the school council to agree/maintain an anti-bullying code

All adults to be aware of the following methods of intervention and to use where appropriate:

- Tell the pupil that you are worried about them.
- Ask them to tell you about the bullying that they are experiencing.
- Tell them that many people are bullied, but that no one should have to experience that sort of behaviour.
- Let them know that if they are experiencing bullying it is their right to get help to stop it, and the school community's duty to provide that help.
- Be prepared to listen in a non-judgemental way. Rushing in, though well intentioned, can be frightening and off putting.
- Whilst you must acknowledge the victimisation of the child or young person, it is unhelpful in terms of encouraging their self-esteem to label them a victim.
- Encourage them to record and report any incident of bullying that they experience. This will help them feel less isolated and in more control.
- Tell them never to endanger themselves by standing up to bullies in a situation where they maybe outnumbered, for example. Reacting to bullying by fighting back is almost always an instinctive, emotional response. Bullies generally tend to pick on and abuse another on their terms, behind closed doors and out of sight of a member of staff or a supervising adult.

## **12 Procedures:**

The aim of these procedures are to ensure that the bullying behaviour or threats of bullying be investigated and that the bullying is stopped quickly.

### **12.1 Informal:**

- a) Always take the concerns of parents and children seriously and in the case of misunderstandings, ensure that these are explained and satisfactorily concluded for all.
- b) Be aware of and tackle any racist, sexist, homophobic language or behaviour.
- c) Support both victim and bully-see below

- d) Reward non-aggressive behaviour verbally, especially where aggressive behaviour was previously shown.
- e) Make clear to parents and children that bullying is unacceptable.
- f) Use peer group pressure, approbation and disapproval in assemblies and in circle time sessions; through this, help children to see other points of view - "how would you feel if..."

## 12.2 Formal:

- a) All complaints to be recorded and agreed with complainant, signed and dated by class teacher/staff member dealing with situation. Copies to Head Teacher/ Deputy Head to be placed in pupil file and recorded on SIMS.
- b) Accurate records should be kept of all incidents, including discussions with children involved (perpetrator, victims, onlookers).
- c) Involve parents, where appropriate, explaining actions taken and why, and what they can do to reinforce and support.
- d) If further action is required, a report will be made to the Governors through the Head Teacher.
- e) Enactment of official complaints procedure to take place through panel of Governors and then the Local Authority.
- f) If necessary at any stage, the Police will be informed.
- g) If parents remain dissatisfied with the school's action or the outcome, they should contact the Local Authority in the first instance.

*After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.*

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.

Where deemed appropriate, in severe cases of bullying, the Head Teacher will inform the parents of "by-standers" who have witnessed or and colluded with bullying.



### **13 Outcomes and Sanctions:**

- The pupils will be reconciled
- The bully (bullies) may be asked to genuinely apologise
- The bully (bullies) may be asked to sign a behaviour contract
- In serious cases, fixed or permanent exclusion will be considered

### **14 Monitoring, evaluation and review**

The school will review this policy and assess its implementation and effectiveness at regular intervals. The policy will be promoted and implemented throughout the school. Copies will be available to parents on request and it will be referred to in the School Prospectus.

### **15 Further information for parents and staff:**

- Parentline: 0808 800 2222 - immediate help for parents 24 hours a day, seven days a week
- Kidscape helpline for parents: 08451 205204 (10.00 am to 8.00 pm Monday and Tuesday, 10.00 am to 4.00 pm Wednesday, Thursday and Friday)
- Anti Bullying Campaign advice line for parents and children: 020 7378 1446 (9.30 am to 5.00 pm)
- Advisory Centre for Education (advice for parents and children on all school matters): 0808 800 5793
- Children's Legal Centre (free legal advice on all aspects of the law affecting children and young people): 0845 120 2948