

Anti-bullying policy

Ferryhill Station Primary School



Approved by: Curriculum Committee

Date: September 2017

Last reviewed on: December 2020

Next review due by: December 2021

Bullying

This school believes that bullying-whether between child and child, adult and child or adult and adult- is an inappropriate social interaction, which can have a long term damaging effect upon both the victim and the perpetrator. This school recognises that bullying is a major concern for many pupils, parents and teachers and that it can affect school attendance and school performance.

Equality of opportunity will not exist in a learning environment in which bullying and harassment occur.

The school co-ordinator for bullying is S. Jones

School Definition of Bullying and Harassment

Bullying is defined as:

The intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion.

Harassment is defined as :

Any behaviour or action otherwise directed at an individual that is found to be offensive to the recipient and might threaten an employee's job security or create an intimidating environment.

Specifically, this is reflected in:

- An individual or group exerting power over another, resulting in a reduction of self-esteem.
- Behaviour that is intended to exclude or isolate an individual and/or make them unhappy or afraid.
- The deliberate hurting of a perceived weaker individual, physically or verbally.
- An individual(s) fearing the consequences of non-compliance with other individuals or groups.
- Behaviour that intentionally intimidates another individual(s).

Attitude towards bullying

Bullying is an extremely complex phenomenon, which evokes a variety of responses, many of which are unproductive and actually contribute towards its continuation.

- It remains part of the pupil ethos in many schools that "telling" is reprehensible.
- Many children see adults as powerless to stop bullying and, therefore, do not report it when it does occur.
- Many children view bullying as a normal but distressing part of school life.
- Many children and their parents see bullying as part of the ritual, which takes place in school, especially when transferring from one phrase to the next.

- There is concern on the part of some parents that schools are ineffective at dealing with bullying.
- Where these attitudes exist, they must in themselves be addressed, as with bullying, and be tackled effectively.

The effects of bullying

Bullying or the fear of being bullied affects many people, both children and adults.

Children who are bullied or live in fear of being bullied may attempt to avoid school, find it hard to concentrate on the curriculum, and consequently their educational performance will deteriorate.

Children may attempt to imitate bullying behaviour or join it, in order to avoid being bullied themselves.

Bullying may affect all children in all schools.

Entitlement

All children have the right to enjoy, to the best possible extent, the benefits of the educational provision offered by the school. In order to maximise these benefits, children need to be educated in an environment which:

- is safe and caring
- provides challenges which are non-threatening
- encourages children to feel secure
- values children's opinions and involves them, where appropriate, in the determining of school policy and rules
- shows an awareness of children's individual needs and attempts to meet these

The school believes that, when a child claims to have been bullied or is being suspected of being bullied he/she is entitled to expect:

- that he/she will be listened to in an appropriate setting and that every effort will be made to establish the facts
- that appropriate action will be taken to address the child's concerns and to ensure that there is no recurrence
- that the action the school intends to take will be made clear to the child and, if appropriate, the child's parents

The school believes that children who are suspected of bullying another child are entitled to expect:

- that he/she will be listened to in an appropriate setting and that every effort will be made to establish the facts
- to know what action the school can take
- that they will be supported in dealing with any difficulty which has led to their behaviour

The school believes that parents are entitled to expect that:

- their child will be educated in an atmosphere which is safe and caring and is not characterised by violence and intimidation
- the school will take all reasonable steps to prevent bullying occurring
- any bullying incident which is reported will be investigated according to the school's guidelines
- any bullying incident which is found to have taken place will be dealt with in line with the school's guidelines

Aims

The aim of this school is to prevent bullying within the school. The school believes that it should take steps to ensure that:

- all staff, parents, pupils and governors are aware that bullying is viewed seriously
- a whole school policy for bullying is developed
- guidelines are developed which make clear to pupils, parents and staff the steps which will be taken when bullying is reported

The whole school policy

The school recognises that the ethos and atmosphere within schools can affect the amount of bullying which occurs. Our whole school policy on bullying is aware of the importance of:

- encouraging and listening, a telling and believing environment where the concerns of the individual are taken seriously and dealt with appropriately
- encouraging the view of the school as a community where each individual has an important and valued role to play
- minimising confrontations and encouraging mutual respect and concern for others feelings
- adults providing good models of behaviour for children and avoiding bullying behaviour
- developing a sense of common purpose between staff, pupils and parents
- consistent use of clearly defined procedures for dealing with any inappropriate social behaviour
- providing a positive learning environment and appropriate curriculum for all pupils. Within this curriculum the school shall support, recognise and use materials appropriate for the pupils, at all times but also during anti-bullying week – including use of SEAL theme materials.

Guidelines on Dealing with Bullying

The following signs may indicate that a child is being bullied:

1. Cuts, bruises or aches and pains which are not adequately explained
2. Clothes or possessions belonging to the child are damaged or lost
3. The child requests money or starts stealing
4. The child starts going to school or returning at an earlier or later time, or starts using a different route
5. The child starts refusing to go outside at break times or refuses to stay at school for dinners
6. The child requests to change classes or schools

7. Reluctance or refusal to attend school

Symptoms of stress

Any marked change in a child's behaviour, especially in well-established patterns of behaviour, may indicate that the child is under stress:

- the child's behaviour may become immature, that is the child reverts to a previous behaviour such as thumb-sucking or tantrums
- the child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative
- the ability to concentrate may diminish and school performance may deteriorate
- there may be sleep or appetite problems

In some cases, bullying may be cause of stress. In other cases, it may be family difficulties, the child may be abusing drugs, or some other problem may be the cause. Whatever the cause, sensitive enquiries need to be carried out and help made available to the child.

A Guidelines for Staff Members Confronted by Bullying

- never promise not to tell
- listen to the child - find an opportune time
- re-assure
- observe / monitor the situation carefully
- determine suitable action, including informing the Head teacher if bullying has taken place
- record the incident (Head teacher) if bullying has taken place

B Guidelines for Children Being Bullied

- tell a teacher / adult immediately
- you will be listened to
- don't necessarily think it is your fault that you've been bullied
- we will try to:
 - a) find out the facts
 - b) stop any bullying
 - c) make you happy again

C Guidelines for parents of children who are being bullied

- Listen to your child
- Reassure them they are not to blame
- Inform school immediately, preferably with the child's consent, but without if necessary
- The school will promise to investigate the incident

Guidelines for parents of a child who appears to be bullying

- keep calm
- establish the facts - do not assume your child is guilty
- talk to your child calmly and in a supportive manner, let them know you want to help, but need to share information with the school
- consult with the school - tell us the problem
- we will collect information from teachers and children which will be handled sensitively and in confidence
- the school will make every effort to help the child overcome the problem but we need your co-operation

Implementation of the Macpherson report

This report reminds us that:

All schools are required by law to have behaviour and discipline policies. As from September 1999 they will also need specific strategies to prevent all forms of bullying. They must also aim to provide good relations and mutual respect and tolerance between different racial groups. The DFES makes clear in "School Inclusion: Pupil Support" guidance that all racist incidents are to be recorded and that parents and governors are informed of the nature of the incident and the action taken to deal with it. Governing Bodies will be expected to inform local education authorities, on an annual basis, of the pattern and frequency of such incidents.

The school already follows the advice in the LEA's Anti-Bullying Policy to record all incidents of bullying. Because of this, and the requirements outlined above, it is now the policy of this school to:

- Record all incidents of bullying and harassment.
- Take appropriate action whenever such incidents occur.
- Ensure that victims are given appropriate support, including counselling if necessary
- Ensure that perpetrators are aware of the seriousness of their actions and, if necessary, receive counselling.
- Ensure that an individual who makes a complaint about bullying or
 - harassment is not victimised in any shape or form.
- Inform parents and primary carers when their children are involved in
 - incidents of bullying or harassment as either victims or perpetrators.
- Undertake an annual review of the number and the nature of incidents of
 - bullying and harassment.
- To report the outcome of the above annual review to a meeting of the full
 - governing body.
- Ensure that any reporting mechanism to the LEA has been followed
- Develop protocols, including training and development, to ensure that the above is undertaken.

Monitoring and Evaluation

Once a year teaching staff will use a twilight training session to monitor the progress made in implementing the Policy and Guidelines, and the Headteacher will prepare a

brief annual report for the Governing Body on progress made in relation to anti-bullying. Within five years from the date that the Policy and Guidelines have been adopted by the Governing Body, consideration will be given as to whether it requires revising in the light of experience, current practice and changing priorities.