



Elloughton School Anti-Bullying Policy

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Our Beliefs:

At Elloughton School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Staff will take bullying seriously, considering the needs of all parties, including restorative action for the bullies. All staff will have a sympathetic approach to all parties, remembering that bullies can also be victims themselves.

Children, staff and adult stakeholders within the school should also be protected from any forms of bullying and this policy should be shared with the school community: in the handbook, at working party meetings and through the Governing Body. It is important that the message is given that Elloughton School understands and responds to any form of bullying.

What Is Bullying ?

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can occur through several types of anti-social behaviour. For a child or adult it can be:

a) **Physical:**

A child or adult can be physically punched, kicked, hit, spat at, etc.

b) **Verbal:**

A child or adult can be subjected to name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, a family set-up, status or sexual orientation.

c) **Exclusion:**

A child or adult can be bullied simply by being excluded from discussions/activities. This would only be classified as bullying if this is done with a conscious, malicious intent.

d) **Damage to Property or Theft:**

A child or adult may have their property damaged or stolen. Physical threats may be used by the bully in order that the person hands over property to them.

e) **Cyber-bullying: (To be read in conjunction with the E-safety policy).**

As with any form of bullying, it is driven by the desire to cause hurt. Cyber-bullying can include sending or posting harmful messages, comments and images online or through mobile phones; excluding others from social networking and impersonating other people in order to cause harm.

f) **Sexual bullying: (To be read in conjunction with Safeguarding policy).**

Sexual bullying is a behaviour with a sexual element that is harmful, non-consensual and repeated. It could involve sexual comments and name calling; spreading of sexual rumours, use of technology to intimidate or threaten. It can involve either gender.

Bullying And Crime

There are times when bullying behaviour can become a criminal offence – for example:

- Threatening or actual physical assault.
- Threatening or actual sexual assault.
- The use of technology to bully and harass.
- Theft.
- Coerce others to commit a crime.
- Hate crime (for example, racism).

If the Head teacher thinks a crime may have been committed they should contact the police for advice.

If the Head teacher or a member of staff believe that a child or an adult is at risk then safeguarding procedures should be followed.

Children's understanding of bullying:

Children and adults will be taught to know the difference between bullying and a disagreement and to understand that bullying is usually repetitive and intentional. They need to know that it can involve children or adults and can be directed at either.

Children will be taught the different roles people play in bullying incidents and will learn what positive actions they can take if they witness a bullying incident or perceive themselves to be a victim of bullying.

What Can Children or adults do If they are being bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the concern in a way which will end the bullying and will not make things worse for you.
- k) You can post any worries in the worry box.
- l) Print or copy any written or computer evidence of cyber bullying and show this to a member of staff.

Adults should seek the advice of the Head or Governors, record any incidents and/or consult the staff grievance policy.

What children or adults should do If they know someone is being bullied:

- a) Do not use the term lightly but ask an adult to help you decide.
- b) **Take action!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. It can often be advisable not to tackle a 'bully' directly.
- c) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

- d) Do not be, or pretend to be, friends with a bully.
- e) Remember bullies can sometimes be victims themselves.
- g) Follow the Safeguarding Policy if there is a concern that a child is in danger at home or school.
- g) Complete the anti- bullying for perceived or actual cases of bullying.
- h) Use the ICT or SEAL or PSHCE curriculum or the moral compass to build up resilience against bullying and to empower children to take responsibility for their actions.

Preventative Measures

Staff

All staff to be aware of their duties to protect children under the Safeguarding Policy, Prevent and E-safety Policy.

All staff to be aware and know their rights and responsibilities under the Code of Conduct, Grievance Policy and Whistle Blowing Policy.

To build up staff well being through well being and team building activities.

Use SEAL and the School Values system to reinforce positive behaviours amongst staff.

Track incidents and involve staff, parents, police or outside agencies where applicable.

Build up the image of all pupils in the eyes of all pupils and adults.

Children

Dedicate time in the curriculum and through whole school theme days and assemblies to grow values in the school.

Build knowledge of anti-bullying by teaching strategies in ICT, PSHCE, PE and SEAL.

Use the Moral Compass as a guide.

All children in the school will experience SEAL teaching and be given strategies to deal positively with bullying and disagreements. They will be taught to distinguish between disagreement and bullying.

Assemblies will be dedicated to building relationships and the message will always be consistent: bullying is wrong, should be reported and can be detected by its deliberate and continuous nature.

Staff, including lunchtime supervisors will know the language of SEAL and have strategies such as Ready Steady Go as a means of children explaining difficulties fairly, calmly and accurately.

Promote tolerance and respect using school mascots such as Rex and characters in the Todd Parr inclusion books.

The Role Of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- e) It is important that you advise your child not to fight back. It can make matters worse!
- f) Tell your child that it is not their fault that they are being bullied.
- g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- h) If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- i) Be aware of the difference between a disagreement and a real act of bullying.
- j) Be aware that bullies are victims too.

Strategies For Dealing With Bullying

How we deal with bullying:

When a child tells an adult about bullying an adult will:

- **Listen** – listen to the child without prompting as the child may have mis-understood the situation or incorrectly defined the term bullying.

- **Respond** – either the adult who was told about the incident should deal with the children involved, or the class teacher should deal with the situation. In more serious situations the Headteacher should deal with the situation or the Safeguarding Designated Lead.
- **Inform** – Ensure the class teacher is aware. If the situation is re-occurring the Headteacher should be informed. Where the child is deemed to be at risk the Child Protection Co-ordinator/Safeguarding Designated Lead person needs informing.
- **Record** – Incidents should be recorded so that a pattern of events can be traced.
- **Monitor** – The class teacher should monitor the situation to ensure the bullying has stopped and if not take further action. The teacher should also monitor recorded incidents to ensure a pattern of events is not missed.

Reporting Cyber Bullying (To be read alongside the E-Safety Policy)

- **E- safety is taken seriously and all incidents should be reported, recorded and any evidence retained. The incidents should be reported to the Head and an incident form should be completed.**

Resources To Be Used In School

- Children should sit on the friendship bench if they are looking for a friend.
- Friendship buddies, peers and supervising staff should be aware of the friendship bench as a signal for some support.
- SEAL materials help to define the language of bullying and have strategies such as READY, STEADY, GO and calming down techniques.
- Rex Respect should be awarded to pupils that show tolerance and respect towards all people, regardless of their uniqueness.
- Circle time opportunities should be given to encourage a positive approach to anti-bullying.
- Group and learning partner opportunities should be given to encourage children mixing well with range of people.
- Opportunities for year groups to work together or with other year groups should be encouraged, to eliminate bullying or isolation of groups or individuals.
- Assemblies should be dedicated to positive relationships.
- Display boards should reflect the school's commitment to good relationships.
- Feedback to teachers from support staff, lunch-time supervisors and other children should be listened to, to form part of a picture of the needs of individual children.
- Children should be aware that they can post concerns into a worry box, tell a teacher or adult if they feel something is wrong.
- Teachers should teach children the difference between a disagreement and bullying. Specifically they should define bullying as something that is intentional and repeated. It could be verbal or physical and it is right to tell an adult.
- Children should be taught to listen to two sides of a disagreement and to consider strategies.
- Children should be taught to explain what has happened, who was harmed and to consider next steps for resolution.
- Both bullies and victims should receive support and understanding from staff in our school.
- **Behaviour passports and Report cards can be issued to support children showing signs of bullying behaviours.**
- **Todd Parr books should be promoted to ensure that children understand and embrace differences.**

