



ANTI-BULLYING POLICY

2016

This policy was reviewed and adopted on: April 2016

It is due for review in twelve months on: April 2017

WEST ACTON PRIMARY SCHOOL ANTI-BULLYING POLICY

AIM

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Not only can bullying be a barrier to learning, it can have far lasting negative effects on the social wellbeing of those involved.

ETHOS

We believe our aim will be best achieved in the framework of a relaxed, pleasant atmosphere in which pupils can approach adults and feel that concerns will be followed up.

We will make it clear to pupils, staff, parents and governors that when bullying happens all should work together in ensuring that bullying is prevented and dealt with accordingly.

BULLYING CANNOT AND WILL NOT BE TOLERATED

WHAT IS NOT BULLYING?

It is important to communicate what bullying actually is as it can often be used as a 'label' for occasional relational conflict. Bullying is an imbalance of power; the powerful over the powerless. It is a repeated negative action and is deliberate. Relational conflict may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unplanned may even be accidental. Both children make an effort to resolve the problem and show remorse. There is no imbalance of power.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of the children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships. Therefore, although we ensure that all children are supported through this process it is not classified as bullying.

BULLYING

Bullying behaviour is defined as – “the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.”

(Anti-Bullying Alliance 2014)

Bullying can be:

1. Emotional –being unfriendly, excluding others, tormenting (e.g. hiding belongings, threatening gestures)
2. Physical – pushing, kicking, hitting, punching or any use of violence
3. Racist – racial taunts, graffiti, gestures
4. Sexual – unwanted physical contact or sexually abusive comments
5. Homophobic – because of, or focussing on the issue of sexuality
6. Verbal – name calling, put downs, threats, spreading rumours, teasing, ridiculing, belittling, excessive criticism or sarcasm
7. Cyber – all areas of the internet, such as email, internet chat room/social networking sites misuse, mobile threats by text messaging, picture/video clips and calls, misuse of technology
8. Relational: relational aggression is manipulation calculated to hurt or control another child's ability to maintain rapport with peers. Relational aggression is not typical bullying but a more subtle form of aggression that uses relationships to damage or manipulate others

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Bullying can take place in many forms. All of them are wrong. Bullying is not acceptable in any form.

It may be carried out by a group or one person and it will be over a period of time. It may involve hitting, kicking, threats, name calling or less obvious ways, such as ignoring or excluding someone.

It is similar to harassment and other forms of abuse, such as racism and the abuse of children by adults. The person or people doing the bullying (both sexes bully and are bullied) maybe the same age or older or younger than the person they are bullying.

It does not only take place between children. Parents, teachers and other adults sometimes bully children. If a teacher persistently humiliates a child, his/her self-esteem will be damaged.

Children may bully parents, teachers and other adults. A concern is that adults may be reluctant to admit this.

A more positive, open, approach should help all members of our school to develop the necessary skills to deal confidently with all aspects of bullying.

WHAT TO DO IF YOU THINK A CHILD IS BEING BULLIED

- Make a note of your concerns, dates and time of incidents and the people involved.
- Approach the child's class teacher or your own child's class teacher if you do not know who the child's class teacher is and let them know about your concerns.
- Try to give as much information as you can about the incidents.
- If you feel that the issues have continued after speaking to the class teacher, then call the school on 0208 9923144 and ask to speak to or make an appointment with

the Assistant Headteacher for the year group or phase. You can also book an appointment to speak to the Assistant Headteacher by emailing the admin address at admin@west-acton.ealing.sch.uk.

HOW PEOPLE MAY REACT

Information may come from a variety of sources; e.g. another child, witness, parent, guardian, carer or other child.

Investigation may be a lengthy process. Feelings of guilt, shame, anger, frustration, fear and foolishness may lead people to deny that they have been bullied.

Similarly, the people who are bullying are unlikely to have the skills of self-control and unable to control their behaviour as yet and therefore, are likely to rationalise their behaviour. They may deny that they have been bullying {e.g. *"it was only a joke"*}; they may minimise the seriousness of it {e.g. *"I didn't really hurt him"*}; they may attempt to justify the behaviour {e.g. *"he asked for it"*}; they may deny personal responsibility {e.g. *"I was in a bad mood – I couldn't help it"*}. These rationalisations need to be exposed. Everyone is always responsible for their own actions and bullying is never acceptable. When an incident occurs the procedures in appendix 1 will be put into practice.

STRATEGIES USED TO PREVENT BULLYING

As a school we are pro-actively discouraging bullying by using a variety of the following strategies:

1. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
2. Regularly canvas children's views on the extent and nature of bullying
3. Peer mediation – Children awareness and peer support group
4. Devising a child friendly anti-bullying policy
5. Circle time
6. Training for all school staff
7. Using the Ealing PSHE Scheme of Work/SEAL program (look at relationship building skills, talk about feelings, discuss stories about bullying, discuss possible solutions to bullying)
8. Encouraging children to work together in class (not to only work with their friends)
9. Using assemblies to discuss bullying
10. Having workshops visit school
11. Recording and monitor bullying

POSSIBLE SIGNS OF BULLYING

Children who are being bullied at school will not always be prepared to tell those in authority. For those pupils who are unable to tell staff about their problem, observation regarding specific behaviour patterns can be routinely established within the school:

1. Unwillingness to come to school
2. Withdrawn, isolated behaviour
3. Complaining about missing possessions

4. Refusal to talk about the problem
5. Being easily distressed
6. Damaged or incomplete work

HELPING THE VICTIM

In order to help the victims of bullying the co-operation of teachers, parents, pupils and anyone else involved in the school is encouraged. Parents are to attend special meetings with pupils and teachers. All the people present at the meeting will be encouraged to make a contribution towards the discussion.

Teachers will discuss bullying in circle time, involving the whole class. Children will be reassured that by telling an adult about being bullied is not telling tales.

WORKING WITH PARENTS

Parental support is often a key to success or failure in anti-bullying initiatives. Parental approval is important to young people of all ages. Parents and teachers should work together to help prevent bullying.

Useful approaches may include:

1. Regular consultation and communication
2. Providing information about the nature and effects of bullying by means of posters displayed in the school
3. Advising parents of possible consequences of their children bringing valuable items to school
4. Having a meeting with parents discussing the nature of bullying and discussing surveys and questionnaires carried out in the school
5. Explaining the school policy, making sure procedures are followed
6. Circulating the child friendly policy to parents

INCIDENT OF BULLYING OUTSIDE THE SCHOOL'S PREMISES

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims 'not to suffer in silence.' Actions the school could take, if deemed appropriate, include:

1. Talking to the safer community team about concerns
2. Talking to the Headteachers of the schools whose pupils are involved in bullying off the premises

Bullying can also take place via text messages, MSN and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

ADULT BULLYING

From time to time, adults behave inappropriately towards each other. If any parent or member of staff, feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

1. Parents approaching other parents in groups
2. Inappropriate verbal exchanges in front of pupils
3. A breakdown in communication

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

HELP FROM OUTSIDE AGENCIES

You may find the following websites useful:

1. www.bullying.co.uk
2. www.childline.org.uk
3. www.antibullying.net/
4. www.anti-bullyingalliance.org.uk

You may find the following telephone numbers useful:

Advisory Centre for Education (ACE) 0808 800 5793
Children's Legal Centre 0845 345 4345
Childline 0800 1111
Parent Plus 0808 800 2222

LINKS WITH OTHER SCHOOL POLICES AND PRACTICES

This policy links with a number of other school policies and practices including:

1. Behaviour policy
2. Safeguarding and child protection policy
3. Complaints policy
4. ICT Acceptable use policy
5. E-Safety policy
6. PSHE policy

MONITORING AND EVALUATION

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community

Signed: _____ **Headteacher**

Chair of Governors - Virginia Jordan

Signed: _____

APPENDIX 1

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING



