

Forest Glade Primary School



ANTI-BULLYING POLICY

Introduction

ALL staff, governors, pupils and parents should have an understanding of bullying. Bullying will not be tolerated.

At Forest Glade Primary School in line with Every Child Matters we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe. Bullying in whatever form will not be tolerated.

Anti-Bullying Charter

In our community we will

- Work together to prevent bullying;
- Celebrate diversity;
- Respect Difference;
- Be friendly to one another;
- Always report bullying;
- Deal with bullying seriously;

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through the school council, circle time discussions and SEAL activities. Parents are encouraged to contribute and take part through written consultations and discussion.

Roles and Responsibilities:

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is:

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and the relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review

- Managing bullying incidents with colleagues
- Managing the overview of reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

The nominated Governor with the responsibility for Anti-bullying is: Mrs P Shaw

What bullying is (and isn't)

Definition of Bullying:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007)*.

Pupils will learn through school that bullying

1. ...goes on for a while, or happens regularly.
2.is deliberate. The other person wants to hurt, humiliate and or harm the target.
3.involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power; they are older, stronger, there are more of them or they have some hold over the target.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Pupils will learn through school that bullying looks like:

- *name calling*
- *taunting*
- *mocking*
- *making offensive comments*
- *physical assault*
- *taking or damaging belongings*
- *cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet*
- *producing offensive graffiti*
- *gossiping and spreading hurtful and untruthful rumours*
- *excluding people from groups.*

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities

- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- cyber bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Because the three things above have to happen together for something to be called bullying, they will learn that bullying is not:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend

What do we do when bullying is happening?

Reporting bullying:

Pupils are encouraged to TELL if they are unhappy or being made unhappy due to the behaviour of others. During the school year bullying and how to recognize it, and ways to deal with it are introduced to the children.

When a pupil is unhappy because of the behaviour of one or more individuals towards them they are encouraged to 'tell' and talk about it. They can choose to talk to a 'playtime buddy', 'playground peacemaker' and or any member of staff. Any pupil that has been told about bullying needs to tell the pupil to tell an adult, particularly their teacher. Adults that are told must act on the report and resolve the issue so that it stops any further development.

Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at

- Forest Glade School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. For example:
- Involvement in SEAL across the school.
- Involvement in Healthy Schools
- Anti-Bullying materials and messages displayed around school.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice-council
- Peer mentoring schemes- sports leaders/playground buddies
- Staff training and development for all staff

- Circle of friends
- Assemblies
- Competitions to raise awareness

Recording bullying incidents:

- If behaviour is of a bullying nature and has the potential to carry on and become a bullying incident it will be recorded on an 'Alleged bullying incident form', which are kept in a file in each classroom.
- If behaviour has been carrying on for a while and has not been reported then it will be recorded on a 'Confirmed bullying incident form'. ('Alleged' can become a 'Confirmed' if it has been happening over time and the pupil has not said anything)

The information will be kept in 'bullying incident' files and will be secure in the classroom. They will go to the head teacher when a new form has been completed to be signed off .

This information will be presented as data to the governors as part of the head teachers report each term. The policy will be reviewed and updated annually.

What do we do when it has been reported?

All reported incidents will be taken seriously and investigated involving all parties. Where the school has the potential to avert a full bullying incident then the response activities may still be employed:

We will choose from a range of activities:

- Interview all parties
- Inform parents asking for their partnership
- Request a child talk to their parent

- Counselling / mediation method between bullying and victim

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. This has been effective when pupils who are friends fall out. It is important that positive behaviour continues to happen and the teacher has to monitor this.

- Peer support Buddies and peacemakers

Pupils are 'trained' to deal with what to do when they are told of bullying and or it is reported to them. They know to tell but also to sit and talk and listen to the pupil reporting. They may help with the talking over of issues if pupils are brought together to discuss issues.

- 'Telling schools'

If the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of 'telling tales'. It's a deterrent because

the bully knows that he or she won't get away with it. Bystanders are often a key to resolving bullying.

Support for the bully:

It is important that the bully becomes aware of the true consequences of their actions and therefore that in some of the activities above and when supervised, the bully is confronted with how their behavior makes other feel.

Also, looking into what may have caused their behavior with a view to supporting them with this.

Links with other policies

Behaviour Policy

Safeguarding Policy

Equalities Policy

Disability equality and access policy

PSHE and Citizenship Policy

Confidentiality Policy

References Documents and Related Policy/Guidance:

National Documents:

- Safe to Learn- DCSF Guidelines
- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

- **Cyberbullying - supporting school staff**
- **Cyberbullying - A whole – school community issue**

FOR PUPILS

What Do You Do If You Are Being Bullied?

- **Don't suffer in silence**
- **Your silence is the bully's greatest protection.**

1. Tell someone you can trust – parent, grandparent, teacher, friend, brother, sister.
2. Try not to show the bully you are upset.
3. Stay in a group and avoid areas where bullying can take place.
4. Be assertive without being aggressive.

What Do You Do If You Think Someone Is Being Bullied Or If You See Bullying Taking Place?

1. Tell an adult – a parent or a member of staff. Silence is the bully's greatest protection.
2. Don't stand by – this will be interpreted as support for the bully.

FOR PARENTS

What Do You Do If You Think Your Child Is Being Bullied?

1. Watch for the signs.

A child may indicate by signs or behaviour that he or she is being bullied. If your child:-

- is frightened of walking to or from school
- is unwilling to go into school/classroom
- is not maintaining their usual standard of school work
- comes home regularly with clothes or books destroyed
- becomes withdrawn or starts stammering
- becomes distressed or stops eating
- cries him/herself to sleep or starts bed wetting
- has nightmares
- has unexplained bruises or scratches
- has possessions go missing
- asks for money or begins stealing money (to pay the bully?)
- refuses to say what's wrong

2. Encourage open dialogue with your child about school.

3. Share your concern with the school – talk to the class teacher or headteacher. Bullying is not a necessary part of growing up.
4. Don't encourage your child to hit back, as he or she may lay themselves open to counter accusations if they do.
5. Boost your child's morale. Help him or her to realise that it is not he or she, but the bully that should feel ashamed.
6. Inform the Head Teacher of any circumstances at home that may affect your child's behaviour.

What If Your Child Is The Bully?

1. Remain calm. Talk things over and try to discover why they are bullying others. The bully, like the victim, needs help and support.
2. Share your concern with the school and ask for help.
3. Bullying is an open subject. It is discussed at assemblies and in classrooms and the children are encouraged to discuss any problems.
4. Children are told that hurting people, whether physically or emotionally, is wrong.
5. Each child is encouraged to recognise his/her own self-worth through play, writing and discussion.
6. Emphasis is placed on caring and kindness to counteract bullying behaviour.
7. Every effort is being made to develop a positive attitude in all children whereby tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
8. Openness and honesty about fears and feelings are encouraged so that opportunities arise for identifying bullying e.g. writing stories, games, discussions.