

# ANTI-BULLYING

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# POLICY

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INVESTORS IN PUPILS



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EDUCATION STANDARD



INVESTOR IN PEOPLE



## BLACKGATES PRIMARY SCHOOL ANTI-BULLYING POLICY

At Blackgates Primary School we believe our school is a community where it is important that everyone is safe and happy. We aim to provide an environment in which our children are secure and confident irrespective of race, gender and religion with equal opportunities for all.

Blackgates is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

### Introduction

Bullying is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power (Anti-Bullying Association), either physically, verbally or emotionally. Some of the most common methods include verbal comments and name calling (which includes the term 'gay' when used as a derogatory comment - this is known as Homophobic Bullying) Sending or posting messages online or through mobile phones (online bullying). Prejudice against particular groups on gender, transgender, racial or religious grounds. Bullying can also be physical - hitting, kicking and shoving. Other areas could include stealing someone else's possessions.

### Defining bullying behaviour

It is vital that we have a clear definition of bullying that everyone in our school is aware of. This ensures that our children can recognise and report bullying behaviour and that all staff respond in a consistent way.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

- Bullying behaviour deliberately causes hurt, either physically or emotionally.
- Bullying behaviour is usually repetitive.
- Bullying behaviour involves an imbalance of power - where the person/people on the receiving end feel like they can't defend themselves.
- Bullying behaviour is **not** teasing between friends where no harm is intended
- Bullying behaviour is **not** falling out between friends after a disagreement.

## **Aims**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

## **Creating an anti-bullying environment**

Our school's Behaviour Policy explains how we promote positive behaviour in school in order to create an environment where pupils behave well, take responsibility for each others emotional and social well-being and include and support each other.

Our aim is to create a climate where bullying is not accepted by anyone within the school community.

## **The Schools Responsibilities are as stated in**

1) Education Act 2002

“..... Duty to safeguard and promote the welfare of pupils”

2) DFES Guidance “Safeguarding Children in Education” 2004

Shared Objective:

- Providing a safe environment for children and young people to learn in.
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

3) Every Child Matters: Change for Children 2004.

Outcomes:

- Be Healthy
- Stay Safe

- Enjoy & Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

#### 4) Related Initiatives

- National Healthy Schools Programme
- Behaviour and Attendance Strategy.

### Equal Opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of this policy is monitored and any issues dealt with immediately.

### Types of Bullying Victim

As part of our policy we are aware that there are different types of victims.

#### 1. Chronic - either Passive Victims or Active / Proactive Victims.

##### 1a. Passive victims often:

- are anxious, insecure, sensitive, quiet
- react by withdrawal and crying
- have negative self image: feeling of failure
- have lack of confidence
- are lonely and isolated but close to parents
- are younger and weaker; timid
- are unlikely to retaliate

##### 1b. Active victims often are:

- Anxious and aggressive
- Proactive
- disturbed

2. Different - picked on because they 'stand out' for whatever reason
3. Accidental - not particularly singled out but in wrong place at wrong time
4. Disability/Special Needs - physical or mental disability either themselves or someone in the family
5. Background - race, religion, language, culture
6. Sexual - sexual orientation; transgender, sexually attractive causing comments.

## Types of Bully

Three types of bully have been identified:

- Aggressive (the majority of bullies are in this group) the aggressive bully is seen as the predominant group and is a bully who has self-esteem, insensitive to others and as someone who wishes to dominate
- Anxious - the anxious bully has low self-esteem, and is often insecure and isolated from peers. The anxious bully may be the victim of bullying
- Passive (about 20% of bullies - this tends to be the most disturbed group) the passive bully is characterised by the fact that they are easily dominated by others and may be easily led into behaviour which they really don't agree with.

## Whole school strategies

In order to prevent bullying and deal with any incidents of bullying we employ a range of strategies

- Regular programme of PSHE work
- Regular teacher/class discussion, Investors in Pupils.
- Assemblies.
- Monitoring of toilets at playtimes and start/end of the school day.
- Monitoring of cloakrooms at start/end of the school day.
- Monitoring of playground by staff on duty.
- Observation at playtime, around school and in class.
- Class profiles - looking at a child's behaviour in relation to the rest of the class.
- Meetings with parents.

## Reacting To Bullying

Making an Assessment of the Incident

With regard to bullying by an individual, the following questions should be asked:

- Has the bully picked on someone they have had no relationship with or is it on someone that there is an on-going relationship with, or had a past relationship with?
- Is the bullying against an individual or are there other victims?

- Is the behaviour "out of character" or is there a past record of bullying or related behaviours?
- How is the bullying affecting the class / group? Is the bully seen as a negative influence and / or intimidating force by other pupils in the group?
- Is the bullying against pupils or is there evidence that staff / adults are being bullied?

Where the bullying is by a group of pupils, the following questions should be asked:

- How many are in the group? What are their different roles within the group? Is there a ringleader?
- Is the group a cohesive group, always acting together or is it a group where there is a core but others are fringe members and not always involved?
- Does the group work to pick out pupils and carry out bullying, or does it work by excluding other pupils from the group?
- Does the group pick on individual pupils or is the bullying against another identifiable group of pupils?
- Is the group seen as an intimidating force by staff / adults?

### **Intervention Strategies - Low Level**

At Blackgates Primary School what is felt to be Low Level bullying will be handled quickly and sensitively without making too much of the incident. This will involve an appropriate member of staff following the following procedures:

- Talk with victim to understand feelings
- Talk with bully to give the "evidence" of distress / hurt; to reinforce view that behaviour is unacceptable; to encourage bully to make a response to victim in form of apology and seeking to improve relationship
- In talks with both victim and bully seek to discover whether there are underlying "reasons" for behaviour
- Feedback to victim
- Monitoring.

### **Intervention Strategies - Medium Level**

The priority is to protect and provide support for the victim(s) of bullying, and then to seek to resolve the conflict. It is essential that the

situation is monitored. As part of the monitoring strategy targets may be set and reviews arranged to take place.

In dealing with bullying incidents at this level parents should be involved.

At this level it should be considered whether additional support work is needed with both victim and bully, helping them to address issues such as:

- Self-esteem
- Resilience
- Assertiveness
- Anger Management

The bully may need individual support to help to address a change in behaviour.

### **Intervention Strategies - High Level**

In all schools there will be at sometime a bullying incident that is felt to be serious and so severe that it should be categorised as high level bullying. The reasons for this would be:

- Previous strategies have not prevented bully continuing his / her behaviour
- Impact on victim
- Degree of imbalance of power between bully and victim
- Bully shows no remorse for actions
- Bully seems to be incapable of empathy
- Parents support bully in his / her behaviour

Staff at Blackgates Primary School will need to decide to judge whether it has the capacity itself to resolve the situation, particularly whether it can meet the needs of the victim to ensure future safety.

The needs of the bully must also be considered and judged whether he / she is able to effect a change in behaviour without the support of an agency with staff trained to meet his / her needs. In such cases the school will need to refer the pupil to an external support agency.

In dealing with "high level" bullying incidents staff will necessarily need to be seen to be taking action, and will need to act within the Behaviour Policy and use those sanctions that are appropriate to match the severity

of the behaviour. This may have to include exclusion, temporary or permanent.

Although such cases in school are rare, it may be judged that the severity is such that it needs to involve the Police and / or Social Services if it is seen as a Child Protection case.

### **Ways of Dealing with Bullying:**

- Punishment - school needs to reflect society and criminal justice system: bullying is a "crime" and consequence should be appropriate punishment: gives clear message to all that bullying is unacceptable
- Consequences - consequences are educative rather than punitive: focus is on changing behaviour
- Feelings - seeks to change behaviour by getting bully (and others) to empathise with the feelings of the victim: sense of remorse rather than fear of punishment.

("The Anti-Bullying Handbook" - Keith Sullivan)

## PREVENTING BULLYING IN SCHOOLS

<b>Questions linked to the language of bullying</b>			
<b>KEY TERM</b>	<b>MAIN QUESTION(S)</b>	<b>SPECIFIC QUESTION: Possibly bully (B)</b>	<b>SPECIFIC QUESTION: Possible victim (V)</b>
Intent	Was there a clear intention of the bully or bullies to hurt?	What did you mean to happen? Did you mean to cause hurt?	Did he/she mean this to happen?
Hurt	Did the victim of the bullying feel hurt by the bully or bullies and was the perpetrator aware of the hurt?	Did you know whether you hurt V or not?	Has this hurt you? How has this hurt you? Does B know that you are hurt?
Repetition	Was it more than a one-off act?	Has this happened more than once? How often has this happened?	Has this happened more than once? How often has this happened?
Duration	Have the events been taking place over a period of time?	How long have you been behaving this way towards V? How long has this kind of thing been going on?	How long has this kind of thing been going on?
Power	Was there an imbalance in power or feeling of powerlessness?	How do you feel when you are in V's company?	How do you feel when you are in B's company?
Provocation	Did the victim play any part in gaining the attention of the bullies?	Did V do anything to make you notice him / her?	Did you do anything to make B notice you?

## **Procedures**

The following steps may be taken when dealing with incidents

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be reported and given to the Headteachers, Learning Mentor or Senior Member of staff.
- The Headteachers and Learning Mentor will interview all concerned and the incident recorded.
- Class teachers are informed.
- Parents kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the pupil discipline policy.

## **Monitoring**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Anti-bullying

Our teachers follow a plan on what to do if they think a child is being bullied.

We know who to turn to if we think we are being bullied, we think that bullying is dealt with well in our school.

We sometimes feel like little comments are not dealt with at lunchtime, but we know that bigger problems are dealt with seriously.

We didn't know that Mrs Coulson and Miss Bunnage looked through incident forms.

Some people realised that we do SEAL to support anti-bullying.

As befrienders we help children who don't have anyone to play with.

We support anti-bullying as befrienders by referring any problems to a member of staff at lunchtime.

Year 6 think it is important for teachers to inform parents of any bullying issues in school.

This Anti-bullying Policy was formally adopted by Blackgates Primary School on –

Date ...13.03.17.....

Review Date 13.03.18.....

Headteacher .....

Governing Body .....