

# Friendship and Respect (Anti Bullying) Policy

## Addingham Primary School

Reviewed by the School Improvement Committee of Governors  
Next Review Date May 2019



## Friendship and Respect (Anti Bullying) Policy

Reviewed June 2017

**Friendship and Respect (Anti Bullying) Lead: Lisa Newton**  
**Friendship and Respect Named Governor (Anti Bullying): Anna Robinson**  
**(Safeguarding Governor)**

### Rationale

Everyone at Addingham Primary School has a right to learn, to be respected and to be safe. At Addingham we are intent upon fostering a caring, safe and healthy environment for all pupils. However, we do accept that there are occasions when bullying occurs at our school. We therefore believe that an effective way to reduce bullying throughout our school is by adopting a whole school approach to positive behaviour management and that it must be tackled in very specific ways.

### Links to legislation/policy/documents

We are aware, as a school, of the DfES Primary Behaviour Strategy and will use appropriate materials from the LA. Our Anti-Bullying Policy has clear links to our Positive Behaviour Policy, Single Equalities, ICT, E-Safety, AUP, Social Networking Policy, and Safeguarding and Child Protection policies.

This policy is written in conjunction with the statutory guidance set out in **'The Education and Inspections Act 2006'** where **Section 89** states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

It is also written in line with well as **'The Equality Act 2010'** which replaces previous anti-discrimination laws with a single Act (**see our Single Equalities Policy 2016**).

The Duty has three aims. It requires public bodies to have due regard to the need to:

-  eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
-  advance equality of opportunity between people who share a protected characteristic and people who do not share it

-  foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

**Safeguarding children and young people Under the Children Act 1989** emphasises that a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

We therefore agree that:

- If there is a problem it needs to be tackled.
- Bullying is the responsibility of everyone in the school as well as those directly connected with it – the bullies, the victims, non-bullied pupils, teachers, governors, non-teaching staff and parents.
- There should be good communication between all the groups involved.
- Staff should frequently stress to children how unacceptable bullying behaviour is in our school community.
- Staff should be aware of and vigilant about any bullying in school and take immediate action when such behaviour is observed or reported.
- We will investigate all reports of bullying and we will act strongly to stop the bullying and support the victim. We are serious in our efforts to make sure that our school is a welcoming place where the children are happy and positive in their approaches to school and that they want to take advantage of all the educational opportunities that are being offered here.
- At Addingham it is the responsibility of everyone in the school to promote positive behaviours and friendships.

### **Aims and Objectives:**

This policy has been written after consultation with teaching and non-teaching staff, Governors, parents, school council members, and the pupils of Addingham Primary School. Its aim is to ensure the safety and happiness of all pupils and adults in our school, to enable each individual to reach his or her full potential in a safe and caring environment.

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:

- ensure that staff, governors, pupils, parents, relatives and before and after school club providers develop a shared understanding of the concept of what is and is not bullying;
- take positive action to prevent cases of bullying;
- promote a positive and caring ethos within the school environment;
- have in place a consistent, swift and positive response to any bullying incidents that may occur;
- provide support for children, parents, relatives and childcare providers to enable them to identify and solve problems for both the victim and the bully.

### **A definition of bullying**

Bullying is distinct from conflict, which is a part of everyday life. This difference is often not immediately clear to children. Bullying is not:

- a one-off fight or argument
- a friend sometimes being nasty
- an argument with a friend
- falling out with friends on an occasional basis

Bullying is deliberately hurtful behaviour, which is repeated often over a period of time and it is difficult for those being bullied to defend themselves. It results in worry, fear and distress, and interferes with the wellbeing of the child. The victim may be made to believe that telling others will result in worse abuse.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The main types are:

**Physical bullying** – any degree of physical violence, intimidating behaviour, theft or the intentional damage of possessions - pushing, hitting, kicking, hiding / taking belongings;

**Verbal bullying** - name calling, insults, threatening language, offensive remarks. Name-calling is the most direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, religion, or some form of disability;

**Emotional bullying** – excluding spreading gossip or malicious rumours or stories about someone; excluding someone from social groups, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

**Cyber-bullying** – the misuse of digital technologies or communications to bully a person or group, typically through messages or actions that are threatening and/or intend to cause offence, anxiety or humiliation. It is any form of bullying using a mobile phone, chat rooms, social networking sites, instant messaging, text messaging or e-mail.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological

(knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can therefore also be when:

- the same person or group always leaves someone out or shuns them
- someone makes threats of violence against someone else
- someone damages someone else's kit or clothing deliberately
- someone purposely repeatedly hides another person's things
- someone tries to force someone else to do something they do not want to do

*(Although all of the above actions are serious, and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.)*

### **Why are young people bullied?**

Children and young people are most commonly bullied because of a real or perceived 'difference.' This difference can be anything, but bullying can often be...

**Racist:** bullying based on ethnicity, skin colour, and language, religious or cultural practices.

**Homophobic:** bullying based on sexuality or gender identity i.e. transgender.

**Disablist:** the bullying of children who have special educational needs and disabilities.

**Sexual:** unwelcome sexual advances, remarks that are intended to cause offence, humiliation or intimidation.

**Discriminative:** bullying based on any perceived weakness such as children in fostering or care homes, young carers, those with disabled siblings or parents, single parent families, low economic backgrounds.

### **The effects of bullying**

The effects of bullying are severe and can often continue long into adulthood. Those working with children and young people have a duty to prevent it, and to take incident seriously if they are to occur. When left unaccounted for, bullying doesn't just have a negative impact on the target, but everyone who is exposed to the environment in which it occurs.

### **Prevention**

We aim to prevent bullying through a pro-active approach, using the following strategies:

- Adults will model respectful behaviour
- Feelings checklists are available in every classroom and are monitored on a daily basis
- Worry boxes are in every classroom where children can write down any concerns, these are checked regularly by staff
- Every pupil will have their rights respected
- Whole school assemblies which focus upon our school values (the principles that guide our thinking and behaviour), so that all children are given regular inputs

around our school ethos and what types of behaviour are acceptable and positive and not permitted

- We will work to help everyone understand and respect people with disabilities
- All pupils are taught about bullying and strategies to prevent or protect themselves from bullying through PSHE and SEAL units of work
- Pupils are taught about the different types of bullying (see list above) and to tell someone about it if they witness / experience any form of bullying
- Pupils are taught that people bully others for a variety of reasons, and that laughing at or ignoring bullying can lead to further bullying
- the school takes part in 'Friendship' Week each year (November)

### **Signs and Symptoms of Bullying**

We try to encourage children to directly ask for help or discuss their concerns openly. Each class has an emotional barometer where the children can position themselves each day to let the adults know how they are feeling. If a child has placed themselves on the sad/upset face and an adult will ensure that that child has had the chance to talk, on a 1:1 basis about their worries, in a safe and secure environment – thus trying to intervene immediately and so hopefully reduce anxiety and difficult friendship situations.

However, when bullying is involved, they may feel at fault or anticipate that there will be negative repercussions to telling an adult. Changes in a child's behaviour and body language cannot tell you for certain that bullying is happening. However, the following signs can certainly indicate that something is likely to be wrong.

- is frightened of walking to or from school
- plays truant or runs away
- pretends to be ill
- is unwilling to go to school or go out at playtime
- begins to under-perform in school work
- becomes withdrawn, starts stammering, shows regressive behaviour such as returning to bedwetting
- becomes distressed, cries easily, stops eating
- becomes disruptive or aggressive or displays behaviour which is out of character
- has possessions go missing (dinner money, PE kit, pencil cases, belongings etc)
- exhibits physical symptoms of stress such as stomach or head aches
- receives abusive text messages, e-mails
- attempts to harm themselves, has unexplained bruises, scratches or torn clothing
- has nightmares or problems sleeping
- is frightened to say what is wrong
- has unlikely excuses to explain any of the above or refuses to give answers

These signs could be attributed to other problems which isn't bullying, but 'bullying' should be considered a possibility and should be investigated.

### **Practical Guidelines – strategies to deal with bullying**

- A bullying incident can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem

- A bullying incident can be reported by any member of the school staff, who will then take it to the child's current class teacher

The class teacher / adult involved will make a decision based on the severity of each situation, and decide which of these stages below will be appropriate:

### **Stage 1**

- All complaints will be listened to and discussed between the teacher, child concerned to identify the problem and possible solutions. The teacher will then make reference to CPOMS (Child Protection Online Monitoring System) to see if there have been any other incidents linked to the same children in the past. The teacher will then add this incident to CPOMS.
- CPOMS instantly emails an alert to a senior staff as well as instant notification to all parties within school. Incidents of CPOMS are evaluated half termly by the SLT.
- The teacher will talk to the instigator of the negative behaviour, set a behavioural target and be monitored by the class teacher.
- Normally staff may call both sets of parents at this stage depending on the circumstances.

### **Stage 2**

- Teacher approaches the bully and provides time for the bully to 'explain' give their side of the story
- Teacher gives a clear instruction about the reasons why this behaviour must stop immediately and extracts a promise from the bully and an apology for the victim. Teacher continues to monitor the situation and records all incidents, developments and outcomes on CPOMS which updates relevant staff.
- Both sets of parents **will** be informed by the class teacher/SLT at this stage with a meeting or phone call explaining the incident, guidelines and next steps.
- If bullying is happening the HT will report this to the GB during her HT report at the next full GB meeting.

### **Stage 3**

- An appropriate support programme will be set up to help both the victim and the bully. This may include: circle time, 1:1, small group work, social stories etc.
- The HT will follow up with both sets of parents to review the actions taken and the impact this has had upon the situation.

### **Stage 4**

- If the problem persists the Headteacher will call meetings with both sets of parents to resolve the problem.
- If the behaviours do not change then the Headteacher may choose to impose an internal exclusion or a fixed term exclusion.

The Headteacher may override these stages and intervene at an earlier opportunity depending on the severity of the incident.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher and Senior Leadership Team to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

**The Role of Governors**

The Governing Body at Addingham Primary School supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Headteacher on request to report about the effectiveness of school anti-bullying strategies.

Monitoring and evaluation of the above procedures is carried out by the Headteacher and Senior Leaders on a termly basis and reported to the governing body.

Agreed by Governing Body .....June 2019

## **Appendix 1**

### **Guidelines for Pupils**

#### **There is safety in numbers:**

- Go around with a friend or two.
- Stay with groups of people even if they are not your friends
- Get your friends together and say no to the bully.
- Only go into places where bullying happens if you have some friends or an adult near you.

#### **Ask for help**

- Talk to a teacher you know will take you seriously.
- Talk to any other adult you can trust.
- Talk to them again if the bullying does not stop.

#### **Try to do something different**

- Try not to show you are upset, which is difficult.
- Walk confidently, even if you don't feel that way inside. Practise.
- Just walk past if people call you unpleasant names.
- Try to crack a joke.
- Practise what you would say to the bully in front of a mirror.

#### **Look after yourself**

- If you are in danger get away. Do not try to keep possessions.
- Don't fight back; talk to an adult.
- If you are different in some way be proud of it! It is good to be an individual.
- Tell yourself you don't deserve to be bullied.

#### **If you witness bullying**

- Be a friend – let them know you saw it – you wouldn't like to be bullied, and telling them will make them feel better - remember, there is safety in numbers.
- Encourage them to talk to someone – offer to go with them.
- If they won't talk and you are worried about them, is there someone you can talk to? You can help by telling someone - they might not know what is going on.

**MOST IMPORTANT OF ALL  
DON'T SUFFER IN SILENCE  
TALK TO SOMEONE ABOUT THE BULLYING**

## **Appendix 2**

### **Guidelines for Parents**

#### **What to do if you think your child is being bullied:**

- Watch for signs – not wanting to go to school, minor illnesses, headaches, avoiding friends, coming home with bruises, torn clothing, or possessions disappearing;
- Listen to what your child says – try to establish that the problem really is bullying and not something else;
- Discuss with your child what you can do;
- Report it to the teacher, or another sympathetic adult at school. The school staff will make sure your concerns are listened too and act upon these to help improve the situation.
- Help your child deal with the problem him/herself. Be tactful;
- Try not to be over-anxious or over-protective. It may sometimes be helpful to talk with the bully's parents, but before you do this, take advice from school;
- Do not promote a 'thump back' approach as this rarely helps, and may only make things worse for your child
- Most children are called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this;
- If a name is used which refers to your child's physical characteristics, then let your child know that you love him or her for the way that they are, including those characteristics which make him or her an individual.

### **Appendix 3**

#### **Guidelines for Teachers and Other Staff**

- Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems, but may be early signs of bullying.
- Be available and willing to listen – treat the information seriously.
- Record each incident precisely and be seen to do this.
- Offer the victim immediate support and help by putting the school's procedures into operation.
- Avoid the 'bullying' model when applying sanctions. Do not bully the child who is bullying. Try to negotiate an agreed form of atonement that is acceptable to both the victim and the bully.
- All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later, more convenient, time.
- Use all the pupils as a positive resource in encountering bullying. Set up discussion groups with pupils and lessons about bullying.
- Help the child who is bullying to become aware that his/her actions are considered to be bullying and that these are harmful to the victim.
- Ascertain wherever possible the reasons why he/she bullies others and help the child who is bullying resolve his/her problems.
- Break up groups of children who bully by not allowing them to play, sit, eat etc together.
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is being bullied.
- If bullying is happening on the way home, inform the parents of this, keep the child who is bullying at school until everyone else has left. Do not allow the children who are bullying to leave together.
- Use peer pressure against bullying behaviour.
- Help children think about strategies to use.
- Ensure that pupils know what to do when they are bullied.
- Tell the pupils from day one that bullying – of any kind – is not tolerated at the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Have clearly stated procedures for dealing with children who bully.