



**West Horndon
Primary School**

School Policies

Anti-Bullying Policy

Staff consultation:

(Re)Adopted by Governors: February 2017

Due for Review: February 2020

Signed:

A handwritten signature in black ink, appearing to read 'Mrs. Hardie', written over a large, thin, curved line that arches over the signature.

Date: 08.02.2017

At West Horndon Primary School we believe that pupils should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and can affect everyone; it is unacceptable and will not be tolerated. When all issues of bullying are addressed pupils will be able to fully benefit from the opportunities in school.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Bullying is when an individual or group deliberately hurt another individual or group repeatedly over a period of time. This may include:

- Verbal behaviour such as name calling and teasing
- Physical behaviour such as pushing, hitting or kicking
- Threatening behaviour
- Taking or breaking others belongings
- Excluding individuals from group activities
- Cyber Bullying

This policy applies to all members of the school community and we understand that bullying may occur in any of the following scenarios;

pupil→pupil,

staff→pupil,

staff→staff,

pupil→staff,

parent→pupil,

parent→staff,

staff→parent

When perceived bullying is reported it is important to ascertain the level of hurt experienced by the targeted person (victim). Vigilance on the part of staff, parents and pupils is necessary for identifying potential bullying that may not have been reported. This could be indicated by distinctive or inexplicable changes in mood or behaviour.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to use school transport
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

The whole school community works together to create an ethos where bullying is not acceptable, therefore

PREVENTION

- Staff including support staff and mid-day assistants receive regular training and updates and know where to find resources.
- Parental awareness is raised through regular school communications. Parents are informed of helpful websites and other resources in school.
- Pupils are consulted via the School Council. Pupil awareness is raised through assemblies, PSHE lessons and class councils, drama, social skills development, whole school display, class posters, etc.
- We hold an annual Anti Bullying week to raise the profile of our approach and to re establish our aim to beat bullying.

This makes our school a safe environment where young people can learn and play happily and can talk about their worries with confidence that an adult will listen and offer help.

As adults we will always treat others with respect and recognise the rights of individuals:

1. to be listened to when they are in difficulty
2. to sensitivity and privacy.

The children in our school will recognise the rights of others to be safe, to keep their own belongings, to be spoken to politely, to mix freely with their friends and others. **Please refer to the School Behaviour Policy**

ACTION

When an incident of bullying has been identified the school will intervene with the aim of making the targeted individual feel safe and to encourage better behaviour from the perpetrator(s), colluders and observers.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people

STRATEGY FOR DEALING WITH BULLYING

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too — that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember — Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at **West Horndon Primary School**.
- Separate discussions with parents of bully and victim.
- If they own up then follow the procedure outlined below and in the Behaviour Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Sanctions for the bully may include withdrawal from favored activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favored activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

The consequences for anyone found to be carrying out bullying behaviour will be as detailed in the **School Behaviour Policy**.

Where judged to be appropriate the school will follow the '**Support Team Approach**' and this is a synopsis of the steps that will take place.

1. The targeted person will have the opportunity to discuss how they feel with a responsible person in the school. They may be asked to record their feelings in some form. This may be a picture or a piece of writing. They will be asked for the names of the persons involved in the bullying, the names of any colluders or observers and the names of some friends.

2. The responsible person will become a facilitator and will arrange a meeting with a balanced group of people (usually from the targeted person's list of names) in order that helpful and reliable people are included with those who have been causing distress.
3. The facilitator will explain to the group that she has a problem and is concerned about a person who is having a hard time at the moment using the picture or the writing to illustrate the person's feelings. **No details or blame are allocated.**
4. The facilitator will state that no-one is in trouble, they are all there to help solve the problem.
5. The group are asked for their ideas of what they could do to make the person feel better. Each person picks an idea to follow through and these are recorded for monitoring purposes.
6. The facilitator will thank the group (support team) and arrange a further meeting to see how things are going.
7. A few days later the facilitator will discuss how things are going for the targeted person and then meet informally with each member of the support team to see how they have been able to contribute.

This approach is very successful, however if it is appropriate other family members may be informed of the action that has been taken and the outcome. In rare cases it may be necessary to involve outside agencies such as the Behaviour Support Team or Social Care.

This policy applies irrespective of gender, ethnic background, age, starting point or disability. We understand that we are part of a multicultural society and the contribution of different men, women and races to society are acknowledged.

This policy has been drafted with due consideration to:

- The School Standards and framework Act 1998
- The Human Rights Act 1998
- Government Circular 10/99
- DFES publication – Don't Suffer in Silence (DFEE 64/2000)

This policy will be promoted and implemented throughout the school and will be reviewed by the Staff, Head teacher, Governing body and pupils

Review date: Autumn 2011

APPENDIX 1

CONFIDENTIAL

BULLYING RECORD FORM (for school use only)

Name(s) of alleged victim(s)	Name(s) of alleged perpetrator(s)	Date	Details of Incident	Action Taken

