

HORNSEA BURTON AND SKIPSEA FEDERATION

Anti Bullying Policy

Policy Statement

Bullying is taken to be:

“deliberately intimidating behaviour by individual or group with the intent to cause physical or psychological distress to others”.

For a child to learn effectively the child needs a secure, happy and caring environment. Thus any form of bullying is unacceptable at Skipsea Primary School and at Hornsea Burton Primary School. We aim to develop a caring and supportive ethos within our school community in which bullying behaviour is less likely to occur and quickly identified if it does. We aim to enable our pupils to recognise bullying and support them with strategies to tackle it confidently. We will inform parents of the warning signs of bullying and encourage an open dialogue in how to support their child towards a solution.

Definition of Bullying

What is bullying?

There are many definitions of bullying, but most have three things in common

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms but four main types are:

- verbal – name-calling, insulting, racist remarks
- physical – hitting, kicking, taking belongings
- indirect – spreading nasty stories about someone, excluding someone from social groups. Having possessions taken, hidden or destroyed, being subjected to extortion or locked in a room or cupboard are other less common forms of bullying
- cyber bullying-tormenting, threatening, harassing, humiliating, embarrassing or otherwise targeting another person using the internet, interactive and digital technologies or mobile phones.

Pupils who are bullies

Both girls and boys bully others. The most common perpetrators of bullying behaviour are individual boys or groups of several boys. Mixed sex bullying gangs are less common. Girls who bully others are more usually in a group than on their own, often using direct bullying which can be more difficult for teachers to detect.

In primary schools, the pupils who bully are often in the same class as their victims.

Children who bully others can come from any kind of family, regardless of social class or cultural background. Some may experience poor discipline at home and/or excessive physical punishment or abuse by a parent or older sibling. Other children who bully may simply take part because their friends do so, or because the opportunity presents itself. Boys report bullying their fellow pupils more often than girls do. There is little difference in the frequency with which boys and girls experience being bullied. There are significant gender differences in the ways in which pupils are bullied. Boys experience more physical violence and threats. Verbal bullying abuse such as name-calling is common for boys and girls. Girls are more often victims of indirect bullying such as being socially isolated or subjected to nasty rumour campaigns.

Religious Bullying

Religious bullying can take on many different forms. No one should be bullied because he or she is a different religion or holds onto a different set of beliefs. He or she should be allowed to celebrate these differences. Children are taught mutual respect for each other's lifestyles and beliefs.

Racist name calling

Pupils may report being called nasty names because of their ethnic origin, nationality or colour. Although children of any ethnic group can suffer name-calling of this kind, it is more commonly experienced by children from minority ethnic groups. Incidents will be recorded and dealt with in accordance with the school's Policy for *Multicultural and Anti Racist Education*.

Homophobic

Anyone can experience homophobic bullying no matter who they are. Homophobic bullying is behaviour or language which makes a person feel unwelcome or marginalized because of their orientation or their perceived sexual orientation.

Where bullying takes place

Although bullying behaviour can occur during the journey to or from school, most typically it takes place in school. **In primary schools, up to three quarters of bullying behaviour takes place in the playground.**

Who are the victims?

Any child can be bullied. There are certain risk factors which will make the experience of bullying more likely. These include:

- lacking close friends in school
- being shy
- coming from an over protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect from the majority

- having special educational needs
- being a ‘**provocative victim**’ – a child who behaves inappropriately with others, barging in on games or being a nuisance.

It is important that pupils who are being bullied are encouraged to tell someone. Often it is families who are the first to know and it is important that they communicate with class teachers so that appropriate action can be taken.

Managing bullying

Involving pupils

Pupils are encouraged to take an active part in preventing bullying by:

- not allowing someone to be deliberately left out of a group;
- not smiling or laughing when someone is being bullied;
- telling a member of staff what is happening;
- encouraging the bullied pupil to join in with their activities or groups;
- telling the bullying pupil to stop what they are doing;
- showing the bullying pupil that they disapprove of his or her actions.
- Pupils can be shown how being passive about bullying can not only collude with it but also sometimes encourage it. Role-play helps pupils to rehearse more challenging strategies.
- An anti-bullying box will be made available to the children and is a non-threatening way of reporting bullying behaviour.
- Weekly drop-in sessions will be organised in which pupils are given the opportunity to discuss any concerns or worries.
- The SEAL pack (Social and Emotional Aspects of Learning) is used in PSHCE personal lessons and also in assemblies to develop pupils skills in these strategies.

Involving Parents

We recommend that parents:

- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- Take an active interest in the child’s social life. Discuss friendships, how playtime is spent and the journey to and from school.
- If you think your child is being bullied, inform the school immediately and ask for an interview with the class teacher who should deal with the incident. Furthermore, when discussing the problem with their son or daughter, follow the advice given for victims.
- Keep a written record if the bullying persists. It will be painful, but it will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN**.

- With the class teacher, devise strategies that will help your child and provide him/her with support inside and outside school.

Supporting the victims of bullying and their parents

The following guidelines are for parents who know that their son or daughter is being bullied:

- First, tell your son or daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example, a liked and trusted teacher, they could be encouraged to join a drop-in session to discuss their worries.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.
- Advise your son or daughter not to try and buy the bully off with sweets or other 'presents', and not to give in to demands for money.
- Together with an appointed teacher and your son or daughter, work out a plan of action. Should the bullying be repeated the plan must be followed and an adult told that it has happened again.

The role of School Governors

- Ensure that all pupils, parents and adults in the school know that bullying is completely unacceptable and that if they help to stop it, they will be supported.
- Make clear and accessible to all Governors, Parents, Pupils and Staff the procedures you expect to be mobilised to prevent bullying.
- Ensure that all incidents are recorded consistently and in a way that allows for the effective monitoring of the behaviour.
- Make provision to follow up the detection and reporting of incidents so that victims of bullying can be supported and bullies deterred.
- Make the curriculum an instrument for combating bullying.
- Set up procedures for dealing effectively with specific complaints from parents.

Advice and Guidance for teaching and support staff

Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

Listen carefully and record all incidents.

Offer the victim immediate support and help by putting the school procedures into operation.

Make the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his /her parents.

Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day.

Use all the pupils as a positive resource in countering bullying and discuss the advice given on the following page with classes or house groups. Peer counselling groups may be used to resolve problems. Pupils can also be used to help shy children or newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with.

Through the curriculum it is possible to explore issues such as:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied/to bully?
- What are the effects of bullying behaviour on bullied pupils; on pupils who bully others; on bystanders?
- What would our school (our society) be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

Reporting Procedure and outcomes

Pupils are encouraged to tell a member of staff and parents are also encouraged to approach class teachers or pastoral staff with any problems and concerns. Pupils are also encouraged to written methods to report concern they do not feel confident enough to discuss.

Initially, bullying incidents will be discussed with pupils.

Staff will complete an Incident Reporting Form and send to the LA/Police if appropriate (eg for racist, homophobic etc incidents). Copies will be kept in file and locked in cupboard in the school office.

Children involved in bullying others may feel quite justified in their actions and may be reluctant to admit to them. Some children may even make false allegations of bullying against a fellow pupil to get them into trouble. It can be difficult for teaching or supervisory

staff to build an accurate picture of events or to be sure who is telling the truth. Class teachers and other members of staff can often build upon their special relationships with the individual pupils to encourage honest and direct discussion.

If the incident is not too serious, a ‘**restorative practice**’ approach will be adopted. We will try to remain neutral and deliberately avoid direct, closed questions which might be perceived as accusatory or interrogational in style. We will make sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and restoring things back to normal and stopping the bullying from recurring. It is more helpful to begin by acknowledging that there is a problem rather than trying to find out the detail of who has done what to whom. The adult will aim to help the pupils find their own solution to their personal disagreement and also discuss with them how their proposals will be put into action. A follow up meeting with the pupils can find out whether their solution has been effective or not.

Sanctions

Sanctions will be used where bullying is clearly proven. These relate to the school’s Managing Behaviour Policy.

Dealing with Minor Incidents

Mild sanctions, in line with the school’s managing behavior policy, can be used in responding to one-off bullying which do not result in actual physical harm. Counselling or problem solving may also be useful at this stage, especially if a number of pupils are involved.

Dealing with Serious Incidents

When bullying behaviour continues to recur, or when damage to property or person occur, a serious response will be considered.

The school regards bullying behaviour as serious and will record incidents of bullying. The parents/carers of the pupils involved will be notified and a copy of the red letter sent to the Parents of the bully/ies will be placed in the pupils’ files.

The parents/carers of the pupils may be asked to respond to the above *in writing*. Involvement of the parents at an early stage is essential. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right. It is vital that accurate records are kept of incidents and of how we have responded to assist with such proceedings and to protect the school should the family or child decide to take legal action against the school.

Exclusion (see separate policy)

Exclusion as a response to bullying will be used sparingly and always as a last resort.

Working with Pupils in Bullying Situations

At Skipsea School and at Hornsea Burton School, we will use the Support Group Approach rather than a restorative approach when the situation is more serious. See APPENDIX [1] This will provide a safe supportive environment to tackle bullying behaviour.

Monitoring bullying incidents longer term.

Monitoring will have regard to information about incidents of bullying and how they were resolved both immediately and over the longer term.

Monitoring procedures will be used for two purposes:

(1) To enable us to follow up and record progress

Individual incidents which, on the surface may seem to be an isolated occurrence, may be part of a much larger patterns of bullying behaviour.

Monitoring will help us to identify such patterns. We will need to take account of:

- who was involved (or alleged to be involved)
- where and when it happened
- what happened
- what action was taken
- how it was followed up

This kind of monitoring system will involve all teaching and non-teaching staff and if possible, should involve pupils directly.

The Headteacher will have the responsibility of reviewing any records e.g. from pupil drop ins, from completed forms sent to the LA/Police.

(2) To identify whether or not the Anti-bullying Policy is really being effective.

Records of incidents can show whether bullying is becoming less frequent or changing in nature. The results can be used in evaluating the Policy and can provide insight into ways in which practice resulting from the Policy (or the Policy itself) needs adapting or changing. Information recorded for this kind of monitoring does not need to identify individual pupils. It might include details of gender and age of pupils involved and the nature of the bullying behaviour.

At least once each term, a governor and the head teacher will monitor records re bullying. Any incidents of bullying will also be reported to the Full Governing Body at their termly meetings.

REVIEW

This policy was reviewed Spring 2017 and will be reviewed annually.

Bibliography

Resources

- | | | |
|-------------------------|---|-----------------------------------|
| DfES | - | Bullying- don't suffer in silence |
| Colby, Jane | - | He Hit Me First |
| Stones, Rosemary | - | No More Bullying |
| Tattum, D., Herbert, G. | - | Bullying a positive response |

Appendix (1)

Leaflet for Parents outlining procedures.

Appendix (2)

The Support Group Approach

HORNSEA BURTON AND SKIPSEA FEDERATION

Anti Bullying Policy - Advice for Parents and Pupils

At Skipsea Primary School and at Hornsea Burton School, we take any incident of bullying very seriously and hope this leaflet will provide some useful advice. The aim is to ensure **NO BULLYING IN SCHOOL** and we need to all work together to ensure this.

Bullying is taken to be "**deliberately intimidating behaviour by individual or group with the intent to cause physical or psychological distress to others**".

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves.

At Skipsea Primary School and at Hornsea Burton School, we aim to provide a caring environment where children feel secure and any incidents of bullying are dealt with effectively.

To achieve our aims we need to work together effectively with Parents and Pupils to prevent any incidents of bullying.

We hope this leaflet can provide some useful guidance and helpful advice to Parents and Pupils.

Please let us know in future if there are any improvements that can be made that would be helpful.

Bullying : Advice to parents

Be aware of the warning signs that may be caused by bullying:

- not wanting to go to school, taking a different route to school, being late to school or hanging back and returning late from school.
- avoiding friends and other children.
- having mystery illnesses - non-specific pains, tummy upsets, headaches.
- having unexplained cuts and bruises, torn or damaged clothing and belongings, 'mislaid' books, equipment and belongings.
- asking for extra pocket money or sweets without giving clear reasons.
- personality changes - irritable, withdrawn, tired, problems sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness, distracted, temper outbursts, abusive language, impulsive hitting out.
- lack of confidence, making excuses for not going out to play or to meet other children.
- nightmares or bed-wetting.

What can parents do about bullying?

Take an active interest in your child's social life. Discuss friendships, how playtime is spent and the journey to and from school. If you notice changes in behaviour and are concerned that bullying may be the cause then:

- Discuss with them, but do not ask outright if they are being bullied.
- Some children are fearful of telling anyone. Questions asking if someone is being nasty in school may bring a response. Listen carefully to answers and take the names of people who bully 'other' children.
- Sympathise, listen carefully and ascertain facts.
- Reassure them that the bullying will stop.
- Try to help them use it as a learning experience and as a problem to be solved.
- If they have disclosed small pieces of information over a period of time try to note who, when, where and how. Placed together this gathering of information could identify the bully.

If you think your child is being bullied, inform the school immediately and ask for a meeting with the class teacher to who deal with the incident. When discussing the problem with your son or daughter, follow the advice given for victims.

Keep a written record if the bullying persists. It will be painful, but it will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN.**

With the class teacher, devise strategies that will help your child and provide him/her with support inside and outside school.

If you feel that this is not working, please make an appointment to see the Headteacher.

Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to make more friends. A child who has friends is less likely to be bullied.

Advice for both Parents and victims of bullying

The following guidelines are for parents who know that their son or daughter is being bullied:

- First, tell your son or daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example, a liked and trusted teacher or other adult in school.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.
- Advise your son or daughter not to try and buy the bully off with sweets or other '**presents**', and not to give in to demands for money.

- Together with the class teacher and your son or daughter, work out a plan of action to prevent further occurrences.

APPENDIX [2] The Support Group Approach

(The words bully and victim are used throughout for ease of reference only, this labeling may well be inappropriate).

Step 1

Interview the victim. Concentrate on the kind of things that have been happening rather than particular incidents and allow the victim to talk about the whole history of the problem, only if he/she wants to. Accept all that is said in a non-judgmental way, without questioning the validity of what is said. Do not ask “*what did you do to make him/her do that to you?*” or similar questions that undermine his/her confidence in your support. Tell him/her that the pupils he mentions will not be in trouble, so there will be no problems that they will “*get him/her for it later*”. Otherwise, the victim may be reluctant to tell you names. Find out who are the main threatening figures to him, the ‘**bullies**’. Find out if there are other pupils present very often, who may or may not join in the bullying, the ‘**bystanders**’. Finally, ask who the victim finds supportive, or if he/she has no supporters who he/she would like to have as friends.

Step 2

From these names make up a support group, ideally 6-8 pupils. Include all main bullies, bystanders and supporters. Meet with the support group, without the victim present. You may need to reassure at the beginning that they are not in trouble. Introduce yourself. Say that you have asked them to come to you because you want to help X (name him/her) who is unhappy in school. They have been chosen because you know that they can all help.

Step 3

Raise empathy for the victim by asking if they have every been unhappy in school. Don’t talk about feelings of the victim. Usually there are a few who will admit to this and say a little about it. Don’t give information about the victim – nothing that can be used later. Simply say that X is unhappy at school.

Step 4

Explain that you do not want anyone to feel unhappy in school and because they know X, they probably know better than anyone why and when he/she is unhappy. Ask if that’s right. Members of the group will volunteer information that can be very illuminating in various ways at this point. If anyone mentions a name, interrupt saying there is no need for any names, creating a non-judgmental atmosphere. Don’t be tempted into ‘**getting to the bottom**’ of any particular incident and accept all they say.

Step 5

When have **you** noticed that X in unhappy.

If someone has no suggestion ask who they would like to help with **their** suggestion **or** would they like to think about it.

Ask the group for their suggestions, because they know what goes on, they are the best people to suggest ways that they might be able to make the situation better for X. Wait for suggestions from them. This part of the process is very variable, some groups are full of ideas, others are very vague or there is even some resentful silence (especially if the victim is **‘provocative’**). Simply ignore resentment and praise any suggestions from members of the group. Gradually all will either have made a suggestion of their own or will take up a suggestion that someone else has made, so that all have a role. This can seem insignificant, but the actual suggestion is not particularly important, it is the commitment to the group goal that is what you are after. They may say things like *“I will bring him/her some sweets”*, *“I will watch out for him/her at break to make sure he/she is not alone”*, *“I will help him/her in class”*. The only suggestion that I get from time to time that I have to gently reject is – *“If I see anyone hurting him/her I’ll beat them up”!* Don’t get them to promise to do anything and do not give them jobs that you think would be useful. You want the plan to be owned by the group. Welcome suggestion – write it down, to show you value it.

Step 6

Thank them for their support. Tell them that it looks like they have a good plan – if they manage to do it you are sure it will make a big difference to X and he/she will be a lot happier in school. Make an appointment to see them in a week’s time when they can tell you all about how things have been going. In other words, pass the responsibility to the group.

Step 7

Meet the victim to see how things are. Generally speaking things are fine. This usually takes about 2 minutes. Congratulate the victim on things going well, don’t withdraw attention from him/her because there is no trouble, or you may inadvertently encourage a provocative victim.

Step 8

Then meet the support group (**not** individually – as a group) and ask how things are going. Usually they are well aware that the victim is happy, although they may occasionally tell you about an incident, maybe not involving one of the support group. Thank them for their help. Tell them that they are right that X is much happier now and that they can be proud of their part in that. Then ask if they are willing to continue for another week. I have never had anyone unwilling to do this. Thank them and arrange for review as before. Don’t need to check from list – just thank them for their help.

You can keep this up for as long as you think necessary, usually I find two reviews sufficient. Be aware that you do not want to create false dependency on you. You may be able to reinforce individuals informally from then on. I usually arrange for the whole group, victim as well as supporters, to receive an appropriate reward to reinforce the new status.