



## Policy on Anti-Bullying

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Reviewed annually		Staff/Governors/Headteacher
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Next Review	October 2021	Headteacher/Governors
Person Responsible for implantation and monitoring: Matt Ward (Headteacher) Bev Kidd-Scannell (Deputy headteacher) Safeguarding Governor: Iain Ross		

*Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation. At Grange we believe that right extends to every child, parent and member of staff in our school family and we will not stand for bullying in any form.*

### Aims and objectives

- To take firm action to prevent bullying behaviours in school.
- To develop whole school approaches to children who exhibit bullying behaviours.
- To be seen to be dealing with bullying and communicate the school's policy to children, staff and parents.
- To support victims of bullying incidents.
- To ensure staff are clearly aware of all types of bullying and how to tackle it; this includes any language of a homophobic nature, gender, religious or racial stereotyping

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

### How we address Bullying

- We will inform parents and children about the school's attitude towards, and policy for dealing with, bullying behaviours.
- To help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum through the PSHE materials and regular class discussions, through using role play, reading appropriate stories, teaching co-operative games the children can play during break, and encouraging co-operative activities in the classroom.
- Staff will hold half termly meetings of **vulnerable children** to review individual children who exhibit bullying behaviours and those who have been victims of such behaviours. The strategies used for dealing with these children will also be reviewed with regard to:
  - a) Their effectiveness in controlling bullying behaviours.
  - b) Supporting and providing strategies for victims to deal with children who bully.
- All teachers will ensure that they praise non-aggressive behaviours.
- The lunchtime supervisory staff will be involved in determining and implementing suitable strategies for dealing with individual children who exhibit bullying behaviours.
- Adequate supervision of the children during break and lunch time will be provided to ensure all areas of the playground are covered.

- When dealing with a bullying incident we will always:
  - a) Endeavour to remain calm.
  - b) Take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victim.
  - c) Record the incident in class books and report to the Headteacher to be logged in school Bullying Log.

Further action will be taken as appropriate. This will be based on strategies developed for dealing with individual children during termly reviews. Any action taken will be reported to the child's class teacher.

- Any serious, or recurring, bullying behaviours will be reported to the Head Teacher, and communicated to the parents of the children involved.
- Exclusion from school will be used as a final resort when all other channels have been followed including intervention specialist external advisors.

We use the acronym **S.T.O.P** to teach pupils the definition and how to address bullying:

***STOP 1 - When is it bullying?***

Several  
Times  
On  
Purpose

***STOP 2 - What should you do?***

Start  
Telling  
Other  
People

**ACTION AGAINST BULLYING GUIDANCE FOR ALL STAFF**

Immediate response.

- a) Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give them full control of the situation.
- b) Take the incident or report seriously.
- c) Take action as quickly as possible.
- d) Think hard about whether your action needs to be private or public, who are the pupils involved?
- e) Reassure the victim(s); don't make them feel inadequate or foolish.
- f) Offer concrete help, advice and support to the victim(s).
- g) Make it plain to the bully that you disapprove.
- h) Encourage the bully to see the victim's point of view.
- i) Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.
- j) Explain clearly the punishment and why it is being given.

**AVOID**

- a) Being over protective.
- b) Assuming the bully is all bad; try to look objectively at the behaviour, with the bully.
- c) Keeping the whole incident secret because you have dealt with it.
- d) Trying to hide the incident from the parents of the victim or the bully.
- e) Calling in the parents without having a constructive plan to offer either side.

## **DO**

- a) Get to know all the children.
- b) Give a positive message to victim, bully and witnesses with regard to the school's attitude towards bullying behaviours.
- c) Encourage witnesses and victims to speak out.
- d) Encourage the victim to help him/herself.

Silence and secrecy undermine the authority of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the implementation of an agreed policy.

Other preventative measures include:

- Knowing the children and the school and likely places where bullying may occur.
- Using PSHE sessions– drama role play to encourage empathy; use stories with an appropriate message. Bullying is a repeated focus throughout the school PSHE scheme of work.
- Promote a caring ethos which gives children access to help and support either through adults, issues boxes, posters and helplines
- Involve children in co-operative work; praise non-aggressive behaviours; discussions on bullying behaviours.
- Communicate to pupils and parents the school's views on bullying and bullies and that the school acts to prevent bullying.

### **Towards a definition of bullying**

Bullying is the wilful, systematic, conscious desire to hurt or threaten or frighten someone else. It may involve intimidation or exclusion; it may be physical, verbal or expressed in body language; it may have to do with the manipulation of others; it is constant; IT IS ABOUT ILLEGITIMATE POWER. All bullying is aggression, physical, verbal or psychological, although not all aggression is necessarily bullying.

ANY BEHAVIOUR WHICH IS THE ILLEGITIMATE USE OF POWER IN ORDER TO HURT OTHERS IS BULLYING BEHAVIOUR.

### **Towards identifying bullying**

They may:

- achieve less academically.
- Achieve as well as, if not better, than their peers.
- Be unpopular or insecure.
- Be quite secure and happy.
- Be boys.
- Be girls

All bullies have something in common:

- They tend to have assertive, aggressive attitudes over which they exercise little control.
- They tend to lack sympathy; they cannot imagine what the victim feels.
- They tend to lack guilt; they rationalise that the victim somehow “deserves” the bullying treatment.

Beware not to dismiss what may be bullying behaviour as bossiness, leadership or natural competition.

### **Towards Recognising Victims**

Bullies pick on vulnerable children.

They may be: new to the school.

- Of different appearance, speech or background from others.
- Suffer from low self-esteem (could this be as a result of bullying?).
- Demonstrate “entertaining” reactions when bullied e.g. tantrums, loss of control.
- More nervous or anxious.

These are only possibilities.

### **The role of governors**

The governing body 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 governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **Role of the head teacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The head teacher reviews behaviour books and keeps a log of incidents of suspected or identified bullying on CPOMS.**

### **The role of the teacher/support staff**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report to the head teacher incidents that happen in their class or elsewhere.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents. Sometimes it will be the head teacher who informs parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Sanctions for Bullying**

Following investigation, if cases of bullying are proven, the following sanctions will be applied which lead on from those applied for breaking the school rules.

All incidents are recorded in the head teacher's record book.

- Written apology.
- Formal parent contact by the head teacher.
- Contract between the child, parent and head teacher, which will be monitored daily or weekly as appropriate in order for the child to modify his/her behaviour.

Further optional sanctions which may be applied.

- Withdrawal from clubs.
- Withdrawal from social events.
- Withdrawal from trips.

If the child fails to conform following the implementation of these sanctions, a period of suspension may be enforced followed, if necessary, by exclusion.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. The headteacher reports on frequency and types of behaviour concerns in the Headteacher Reports. Where issues arise, Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

**The Safeguarding Governor will discuss incidents of bullying and incidents of behaviour at the termly Safeguarding meeting**

## Appendix 1 Cyberbullying

### Definition

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone.

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web based chatroom
6. Messaging: unpleasant messages sent while children conduct real-time conversations online
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites

### How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously.

Cyberbullying can occur on vast and rapid scale

Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation

Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident

Bystanders' can easily become perpetrators. The 'profile' of a cyberbully or a target varies – age / size is not an issue

Cyberbullying incidents can be used as evidence

Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'

Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults.

At Grange First School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

### Key advice to pupils

The following points are taught to pupils on a regular basis, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police

- If you see cyberbullying take place then support the victim and report the bullying

**There's plenty of online advice on how to react to cyber bullying. For example,**

[www.kidscape.org.uk](http://www.kidscape.org.uk) has some useful tips.

### **Key advice for parents / carers**

The following points are communicated to parents / carers in

Newsletters:

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider.  
Please note
- tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyberbullying – emails, online conversations, texts etc
- Report the cyberbullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider e.g. website, phone company etc
- If the cyberbullying is serious and a potential criminal offence has been committed then consider contacting the police

## Appendix 2

### Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
02077303300

Childline – advice and stories from children who have survived bullying  
08000 1111

Bullying on line  
[www.bullying.co.uk](http://www.bullying.co.uk)

Parentline Plus – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

Parents Against Bullying  
01928 576152

### Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.  
[www.stonewall.org.uk](http://www.stonewall.org.uk).

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against

Cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

Chatdanger - a website that informs about the potential dangers online (Including bullying), and advice on how to stay safe while chatting