

# Locking Primary School

## Anti-Bullying Policy

At Locking School, staff, parents and children work together to create a happy and safe learning environment.

### Definition

'a deliberate act done to cause distress solely in order to give a feeling of power, status or gratification to the bully'

### Bullying can take many forms:

- Physical bullying - pushing, hitting, kicking, hiding/taking belongings.
- Verbal bullying - name calling, insults, threatening language, offensive remarks.
- Indirect bullying - spreading gossip or malicious rumours or stories about someone; excluding someone from social groups
- Cyber bullying - any form of bullying using a mobile phone, chat rooms, social networking sites, instant messaging or email.
- Racist - racial taunts, graffiti, gestures
- Homophobic - because of, or focussing on the issue of sexuality

It may also be:

- The same person or group always leaving someone out
- Someone making threats of violence against someone else
- Someone damaging some else's kit, clothes or belongings deliberately
- Someone taking another person's belongings deliberately
- Someone trying to force someone else to do something they do not want to do
- Someone demanding money/goods with threats

### Why are we against bullying?

'Every Child Matters'.....because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone

Bullying of any kind is unacceptable at our school. Any incidents treated seriously and dealt with immediately. A consistent level of understanding of procedures and a clear behaviour policy.

### At Locking School we are proactive in preventing bullying, we:

- Use circle time to discuss issues In a safe environment
- Additional staff a lunchtimes to initiate positive play including play pals and sports for schools
- Assemblies from childline
- Assemblies from church

- Assemblies on 'Working Together, Learning Together and Playing Together' by DHT
- Head teacher assemblies on Esafety
- External visitors assemblies on safety for parents
- Pupil Mentor and Parent Support Advisor employed
- PSHE class activities
- Worry Box
- Class contracts
- All staff listen, believe and act
- Staff watch for early signs of distress

**Our approach to bullying is restorative:**

Restorative Justice approaches use the incident of misbehaviour as an educative opportunity for repairing the harm, by fostering more socially responsible relationships and behaviours that take others' perspectives into account.

This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected.

The young person is also assisted to reintegrate successfully into the school community.

Locking school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safe and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents, quickly and effectively

The Governing Body reviews the effectiveness of the policy on a regular basis.

In conjunction with E-safety policy, Home School Agreement, AUP and Behaviour Policy

Policy reviewed and agreed by all staff.....

Agreed by governors.....

## Appendix 1

Procedural responses to bullying.

A bullying incident can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem. It may also be reported by a member of school staff who will take it to the class teacher. The class teacher will decide upon which stage below is appropriate as a starting point. The Headteacher may override these steps and intervene at an earlier opportunity depending on the severity and complexity of the incident.

### Step 1

Complaint is listened to and discussed between the teacher, Peer Mentor (PM) and the children concerned to identify the problem and possible solutions. A way forward is suggested. Short review time.

### Step 2

Discussion/Interview with all parties'. Clear instructions given regarding what is acceptable behaviour/unacceptable behaviour. A clear message that unacceptable behaviour must stop. Teacher and PM closely monitors the situation. Teacher logs the incident in the incident file and informs other staff. Short term review. Parents may be informed if felt necessary.

### Step 3

DHT reiterates Clear instructions regarding what is acceptable behaviour/unacceptable behaviour. Meeting includes PM, parents and teacher. A clear message that unacceptable behaviour must stop. Meeting recorded by DHT.

### Step 4

Head teacher speaks to both the victim and bully and offers time and advice to both. Headteacher informs parents of bully about the problems and discusses ways of helping the bully to change their behaviour. The ultimate step can be exclusion from school.

### Step 5

Headteacher and Chair of Governors inform/seek advice from LA Head of Inclusion services, Legislation and Government Guidance

\*Sanctions may include withdrawal from favourite activities, reflection time (missing of play or lunchtimes or both), traffic light system, loss of golden time, exclusion. These will be used at any stage at the discretion of the teachers, DHT or HT.

This policy, related strategy and guidance are, and will be, drawn up in accordance with legislation and Government guidance. Relevant legislation and documentation includes:

- The 2004 Children Act which requires Children's Services Authorities to improve the well-being of children in their area through partnership with others, and to safeguard and promote the welfare of children;
- The 2006 Education and Inspections Act which places duties on school governing bodies and head teachers to promote good behaviour and the wellbeing of pupils, and institute measures to prevent all forms of bullying among pupils; and, More detail concerning legislation is included in the guidance document 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007). The suite of 'Safe to Learn' guidance produced by the DCSF is recommended for all schools and other organisations.

## Appendix 2

### What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied.

Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / runs away
- 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
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Gives improbable excuses for their behaviour.

### Appendix 3

#### What causes Bullying?

People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

**Advice that may be given to children by adults****There is safety in numbers:**

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

**Ask for help:**

- Talk to a teacher or adult in school, you know they will take it seriously.
- Talk to an adult you trust
- Talk to the adult again if the problem continues

**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 on the inside. Practice.
- Just walk past people if they call you unpleasant names.
- Practise what you could say to the bully in 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 do not 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.

**MOST IMPORTANT OF ALL DON'T SUFFER IN SILENCE TALK TO SOMEONE ABOUT THE BULLYING****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 possession disappearing.
- Listen to what your child says - try to establish that the problem is really bullying and not something else.

**Discuss with your child what they can do.**

- Talk to the teacher or another adult in school. Do this for as long as the bullying continues.
- Help your child deal with the problem him/herself. Be tactful. Don't encourage conflict - a 'thump back' approach rarely helps and may only make things worse for your child.
- 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 talk to the school and take their advice.
- Most children are called names at school. Usually these names are used in a humorous way and are not meant to cause offence. If your child is upset by the names used then let the school know. It may not be bullying but will need to be addressed.
- If a name is used that refers to your child's physical appearance/characteristics, then let your child know that you love him/her for what they are - their characteristics make them individual. Let the school know so that they can deal with it.
- It is important that you support your child and the school. Sometimes fallouts and name calling are just that, but if they escalate they can become bullying. Always talk to the teachers.

## Appendix 5

### 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

[www.chatdanger.com](http://www.chatdanger.com)

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnetint.org/kia/parents](http://www.childnetint.org/kia/parents)