



# Anti-Bullying Policy

2016



### **1. Introduction**

This policy reflects the values and philosophy of Bury School in relation to issues regarding bullying. It will be shared with all interested parties both in the school and in the wider community.

### **2. School Ethos**

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning and it is safe to make mistakes and take controlled risks. Mistakes are forgiven, and seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

### **3. Aims of the school**

The broad aims of the school are:

- to enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- to foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- to provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- to foster kindness and understanding between children and their peers in relation to differences of any kind - cultural, physical or intellectual
- to enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- to foster good manners, self-discipline and awareness of the needs of others.

In order to attain these aims we need to promote positive behaviour and ensure that negative behaviours do not go unchecked.

Bullying is one manifestation of negative behaviour and undermines our school aims. It should therefore be read in conjunction with the Positive Behaviour Policy.

### **4. Context**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

At Bury School we believe that pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. However we accept that all institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying.

We frequently, through class discussion and during themed Acts of Worship, make clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly. This Policy has been written in consultation with staff, Governors, parents and children.



### **5. What is bullying?**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE 2011)

This is extended at our school to "..... any action that takes away a person's right to work, live and play happily with others".

In child speak, this definition translates as:

'Someone who deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher.'

We are always mindful of the difference between arguments children have and true bullying. Bullying takes many forms. It can be short-term or can continue over years. It can be physical, mental or verbal, it can take place via phone or internet. It can take the form of deliberate, purposeful, systematic action by an individual or group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals. Bullying can include physical hurting and leaving people out as well as damaging people's things and making fun of people.

We don't allow unkind or cruel behaviour in our school. But not all unkind behaviour is bullying.

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying - usually at the age of our pupils this power will come from being bigger, having a 'gang' of friends or having a toy or something that everybody wants to play with.

Children will often fall out with friends or say unkind things when they are angry. We explain to children that this is different from bullying which can occur through several types of anti-social behaviour. It can be:-

- a) **PHYSICAL.**  
A child can be physically punched, kicked, hit, spat at, etc.
- b) **VERBAL.**  
Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c) **EXCLUSION.**  
A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- d) **DAMAGE TO PROPERTY OR THEFT.**  
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

### **6. How can we assess the scale of the problem?**

- Listen to the children - 'Listening Boxes' may be made available in school and in all classrooms for the children to post, in confidence, any concerns or worries that they may have.
- Encourage disclosure but recognise the difference between this and a normal argument
- Be aware of "hot spots" - ask the children where they feel safe/unsafe
- Playground incidents regarded as worthy of note, which are seen to affect the behaviours and attitudes of individual children, will be reported by the member of staff on duty to the class teacher and these will be recorded in the Behaviour Book in the staffroom as appropriate. The purpose of this is to monitor situations to see if any children are persistently involved in incidents.



- Staff will use the Awareness Book to inform other staff if they have concerns about individuals and their relationships with others.
- Use a questionnaire to assess the children's perceptions - this is a role for the School Council.
- Seek the views of parents through Parent Surveys or ParentView.

### **7. What can we do about it?**

- Be proactive - use circle times and other curriculum time to look at the issue.
- Listen.
- Encourage other children to take an active role when witnessing occurrences.
- Make a record of all incidents.
- Don't force apologies until they are ready to do so.
- Praise bullies when they are being pleasant - often they have low self esteem.
- We have a firm but fair discipline structure. The rules are few, simple and easy to understand.
- Tell the Head so that the incident can be recorded in the "Bullying Log".
- Monitor and follow up with all parties concerned, including parents/carers to ensure that the bullying has stopped. Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because no further complaints have been made. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

### **8. Action to be taken when bullying is suspected/reported.**

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher.
- by offering continuing support should they feel they need it.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents/guardians when instances of bullying are still occurring even after work has taken place. This may include the creation of a home/school diary.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- devising a personal behaviour contract
- using positive reinforcement behaviour modification charts
- by taking one or more of the disciplinary steps described below to prevent more bullying.

### **9. Disciplinary steps**

- They will be warned to stop offending.
- Informing the bullies' parents/guardians (as indicated above).
- They may be kept in at breaktimes or lunchtimes.
- They may be excluded from the School premises at break and/or lunch times, should these be times when their offending occurs.
- We may ask parents/carers to arrange for them to be escorted to and from the School premises.



If, after the time specified within their Individual Behaviour Plan (IBP) targets are not met, the child will be suspended for a minor fixed period (one or two days).

If, following this action, the child returns to school and persists with bullying, they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.

Finally, if it becomes clear that despite all the actions taken above the child will not end such behaviour, they will be recommended for permanent exclusion.

### **10. Outside Agencies**

The school seeks the support and guidance from relevant and local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

### **11. Monitoring the problem**

A "Bullying Log" is kept where all reported cases are recorded. Once per term the Headteacher will report to the Governing Body on the number and type of incidents and their aftermath.

To assist with the monitoring process, the following should be considered:

- The OfSTED framework for inspecting schools, which outlines:
  - assessment of the extent to which pupils are free from bullying, racism and other forms of harassment
  - assessment of the extent to which schools promote good relationships, including racial harmony and deal effectively with incidents such as bullying, racism and other forms of harassment.
- the reported incidence of bullying, particularly in relation to any issues of ethnicity, age, gender, disability etc
- whether appropriate recording procedures are being consistently adhered to
- the means by which the policy is being regularly communicated to all members of the school community, especially new and non-teaching staff, and is regularly and openly publicised
- whether the policy continues to comply with all statutory requirements
- to what extent the policy evolves in the light of emergent good practice elsewhere
- the impact of the policy on pupils' attainment and behaviour and on the school's inclusive practice
- aspects of school organisation, for example playground or lunchtime arrangements, which may impact upon the effectiveness of the policy
- the needs of the staff with regards to training

### **12. Arrangements for review of this policy**

This policy will be reviewed biennially.

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