

LARKS HILL JUNIOR & INFANT SCHOOL



Anti - Bullying Policy

Reviewed: Spring Term 2016

Larks Hill J & I School

Policy for Dealing with Bullying

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Bullying can be::

- **Physical** - pushing, kicking, hitting, pinching, any form of violent threats
- **Verbal** - name-calling, sarcasm, spreading rumours
- **Emotional** - tormenting, threatening, ridicule, humiliation, exclusion from groups and activities
- **Racial** - racial abuse, graffiti gestures
- **Sexual** - unwanted physical contact, abusive comments, exposure
- **Damage to property or theft** - demanding possessions, money, deliberate damage to belongings
- **Homophobic** - taunts, graffiti, gestures relating to sexual orientation
- **Cyber** - sending threatening or abusive texts, emails or images. Writing abusive/negative things about someone online.

Possible Signs of Bullying:

- unwillingness to come to school
- withdrawn, isolated behaviour
- change in pupil behaviour or confidence
- being easily distressed
- regularly feeling ill
- work not completed to usual standard
- refusal to talk about problems
- damaged or incomplete work
- setting off for school early or late.

Staff, parents and children at Larks Hill Junior and Infant School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Aims

- To provide a safe, caring environment for the whole school community where bullying is not tolerated.
- To encourage children to work well, develop relationships and offer each other mutual support and respect.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To raise awareness and equip pupils to deal with bullies.
- To investigate fully any report of bullying firmly, fairly and promptly.
- Take appropriate action including exclusion in cases of severe bullying.
- Record all incidents and complaints keeping parents fully informed.
- Use the Restorative Practice approach to bullying to give all involved a voice and to feel heard.
- Review and monitor the effectiveness of our anti-bullying policy annually.

Strategy for Dealing with Bullying

In dealing with bullying, staff follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- Adopt a problem-solving approach that moves pupils forward from self-justification
- Follow up proven cases to check bullying has not returned
- Keep detailed records

Strategies have been introduced to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Headteacher or a member of the Senior Leadership Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.

4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim
8. Record all incidents and keep documented reports of actions.
9. Sanctions for the bully include:
 - loss of Golden Time
 - withdrawal from favoured activities, for example school visits
 - loss of breaktimes
 - internal exclusion
 - barred from school during lunchtimes
 - fixed period of exclusion from school
10. Provide a Pastoral Support Programme for the victim with the class teacher and Key Stage Co-ordinator monitoring and observing at breaktimes and lunchtimes, and through discussion to make sure there is no repetition.

In order to reduce incidents of bullying and recognise bullies, staff watch for early signs of distress in pupils. We listen, believe, and act.

If a child feels they cannot tell an adult they can tell a member of the school council, there are 2 representatives in every class.

There are posters around school advertising how children can report bullying and dissuading children from bullying. The Childline and DfE Bullying website addresses are displayed prominently.

Anti Bullying Week

At Larks Hill Junior and Infant school a number of activities are undertaken during anti-bullying week. Many of the events are organised by the school council. Assemblies are around an anti-bullying theme and children in each class take part in anti-bullying activities (which they share in the final assembly of the week). Anti bullying messages are attached to the school gates, the children wear anti-bullying ribbons and the trees on the fields are adorned with blue ribbons.

Bullying off the School Premises

Larks Hill Junior and Infant School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from the school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the pupil(s) and parents involved from the other school.
- Talk to the Headteacher of another school whose pupils are bullying off school premises.
- Talk to the Police about problems on the local streets.
- Talk to the local transport company, if bullying is occurring on school buses.
- Talk to pupils about how to avoid or handle bullying situations.

Bullying Directed towards Race, Gender, Sexual Orientation or Disability

The school will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Race Equality will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and in accordance with LA guidelines. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

The school guarantees confidentiality and support for those being bullied. Racial incidents are reported to Behaviour Committee of the Governing Body and LEA as required.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Larks Hill Junior and Infant School strategies to deal with sexual bullying include:

- recording incidents in a separate incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues

- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents in a separate incident book
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

The school makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A friend is appointed for the pupil to confide in.

If the bullying is serious, the school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented in accordance with the behaviour and discipline policy.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Inclusion

The provision of Anti-Bullying strategies takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles

and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Statement of Intent

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

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Further information

Useful Documents and Resources

[www. anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

CSIE	Index for Inclusion 2000: Developing Learning and Participation in Schools
CRE Schools 2000	Learning for All – Standards for Racial Equality in
DfEE (Circular 10/98)	The Use of Force to Control or Restrain Pupils
DfEE/Home Office	Social Inclusion: Pupil Support 10/99
DfEE/ Home Office	School Security: Dealing with Troublemakers 1997
Ofsted	Raising the Attainment of Minority Ethnic Pupils 1999
Scottish Council for Education Research	Second SCRE Anti-bullying Pack 1993
The Stationery Office	Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office Enquiry	Discipline in schools: Report of the Committee of Chaired by Lord Elton 1989 (Reprinted 1997)
Wakefield LEA	Preventing and Dealing with Bullying