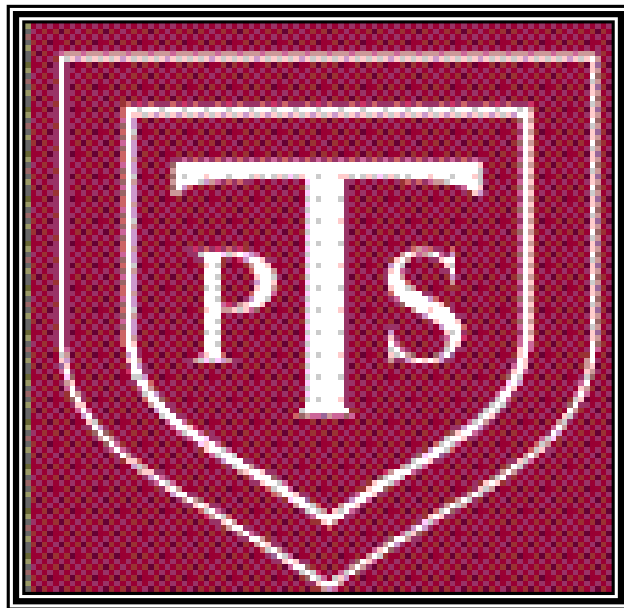


Anti Bullying POLICY



**Tyntesfield
Primary School**

**Policy approved: Spring 2016
Policy review: Spring 2019**

1. Aims of our policy

At Tyntesfield we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We are committed to a policy of inclusion, to equality and justice. We believe that bullying behaviour is totally unacceptable. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

If the policy is to work:-

- Everyone must know what the policy is
- The policy must be applied consistently
- Everyone must believe in the policy

2. Definition of bullying:

At Tyntesfield we see bullying as:-

- When a child is repeatedly singled out to be 'picked on' either physically, verbally or psychologically
- Where the actions are deliberate and sustained,
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

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. This policy aims to produce a consistent school response to any bullying incidents that may occur.

3. Types of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.
- **Verbal** – by being teased in a nasty way; insulted about their background, e.g. race, religion or culture; called names in other ways or having offensive comments directed at them
- **Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.
- **Electronic / 'cyberbullying'** - Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This is not tolerated at this school. There are lots of ways cyber bullies can target someone, e.g. via text message; instant messenger services; social network sites; email; images or videos posted on the internet or spread via mobile phones.

4. Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives.

5. Preventing Bullying

At Tyntesfield we believe an Anti-Bullying Policy is about being pro-active as well as reactive and we seek to actively prevent bullying.

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Actively developing an ethos in school where we deplore bullying and are 'proud' that bullying is not tolerated in our school
- Active Behaviour Policy that is implemented consistently throughout school and a reward system for positive behaviour (see Behaviour Policy)
- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum and through Anti Bullying Week in November each year
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Positive action to prevent bullying within PHSE, Citizenship and opportunities within other curriculum areas.
- Pupil consultation – through questionnaires and School and Class Council
- Positive role models reflected through staff behaviour
- Developing and supporting home, school and community partnerships

6. Procedures for Reporting and Responding to Bullying

It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

- All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.
- Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon.
- In the first instance, where a Golden Rule is broken, the member of staff must follow our school ***Behaviour Policy***.
- Where an incident of reported bullying occurs, this must be reported to the classteacher.
- The classteacher will then investigate and take action according to our school policy. If bullying identified or if potential bullying is suspected the classteacher will inform the Deputy Headteacher and then implement ***Stage 1: Responding to Bullying Incidents***.

7. Responding to Bullying Incidents

(See Procedures for Addressing Bullying Behaviour Flowchart)

Stage 1

When bullying has been reported or observed then the following 7 steps will be taken:

- 1. Interview with the victim.** When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings and ask the victim to explain, in their own words, about what has been happening.
- 2. Interview the pupils involved.** The teacher arranges to meet with the pupils who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. Initially the teacher will speak to the pupils involved separately and then convene a meeting that will include bystanders or colluders who joined in but did not initiate bullying.
- 3. Explain the problem.** The teacher tells them about the way the victim is feeling.
- 4. Share responsibility.** The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.
- 5. Ask the group for ideas.** Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but will not go on to extract a promise of improved behaviour.
- 6. Leave it to them.** The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.
- 7. Meet them again.** About a week later the teacher discusses with each pupil, including the victim, how things have been going. They arrange to meet with them again to see how things are going on.

The above procedure is Stage 1. The classteacher is to record Stage 1 on the 'Serious Incident Record sheet' and give a copy to the DHT and HT. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are implemented.

Stage 2

The classteacher informs the Deputy Headteacher who convenes meetings with the classteacher and parent/carers of both the victim and the perpetrator. A plan of action will be agreed, implemented and monitored by both the classteacher and Deputy Headteacher. The Head of School and Headteacher are informed. All actions are to be recorded.

Stage 3

The classteacher and Deputy Headteacher inform the Head of School who convenes a further meeting with the parent/carers of both the victim and the perpetrator. Head of School informs about seriousness of consequences if behaviour is not immediately addressed. Situation monitored and reviewed within agreed timescale.

Stage 4

A meeting is arranged with the Headteacher, external agencies are also contacted e.g. Behaviour Support Team, Longford Park Outreach Team, Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible). Pastoral Support Plan (PSP) in place, possibly leading to a fixed term exclusion.

8. Roles and Responsibilities

a. The Role of Governors

The governing body supports the Head Teacher 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 annually on the number of instances of bullying and 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.

b. The Role of the Headteacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher 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. The Head Teacher ensures that all staff receives 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.

c. The Role of Staff

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. Classroom staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Where a potential bullying incident is reported, staff will follow 'Procedures for Addressing Bullying Behaviour' flowchart' (**Appendix 1**) and record / date all actions taken to eliminate the bullying behaviour.

d. 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.

e. The role of Pupils

Without the support of pupils we will not be able to prevent bullying. That is why our pupils will be consulted in the development of Tyntesfield as a safe and secure environment for them to achieve and learn. We expect that pupils:

- Will support the Headteacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognize that being a "bystander" is not acceptable. Silence supports the bullying and makes the "bystander" in part responsible for what happens to the victim of bullying.

9. Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports annually to governors about the effectiveness of the policy.

Appendices

Appendix 1 – *Procedures for Addressing Bullying Behaviour*

Appendix 2 – *Serious Incident Record Sheet / Log*

Appendix 3 – *Information for Parents and Families*

Appendix 4 – *Information for Pupils*

Tyntesfield Primary School
Procedures for Addressing Bullying Behaviour

School becomes aware of potential bullying incident

Classteacher FULLY investigates by:
 - interview the victim
 - interview the children involved (maybe speak to other children as well)

1. One off incident, no bullying identified

1a. Teacher to follow behaviour policy. Situation monitored.

1b. If reported by a parent, report back. Otherwise parental involvement unlikely.

1c. Class teacher to monitor the situation. It is unlikely that the incident would be recorded (although this will remain at the discretion of the teacher).

2. Potential bullying incident / potential for bullying to develop

2a. Teacher continue with Stage 1:
 - explain the problem and discuss responsibility
 - agree positive response
 - meet again to review

2b. Consequences for perpetrator to follow sanctions in Behaviour Policy.

2c. Incident recorded on *'Serious Incident Record Sheet'* and copy given to Deputy and Head of School.

2d. **Both sets of parents informed** of incident(s). Perpetrator's parents are informed that incident has been reported as a logged record.

2e. **If issues have been resolved** : no further action although class teacher is to monitor.

If further incidents occur in the future: move to 3a.

3. Bullying identified

3a. If issues have not been resolved, further action taken. – Stage 2

3b. **Deputy Head** is informed and takes responsibility to organise:
 - meetings with classteacher and both sets of parents
 - agreed plan of action to include:
 - **mediation** session with both children
 - ongoing monitoring of the situation with both children.
 - ongoing log to be kept.

Positive strategies to work with the perpetrator, this may involve outside agencies) E.g.:

- Circle of Friends
- Support Group Approach
- Mediation with adults

3c. **Review** situation with parents and children.

4a. If issues have not been resolved, further action taken. – Stage 3

4b. **Head of School and Headteacher** are informed. Formal letter, from Head of School, sent to parents of perpetrator requesting a meeting. At meeting seriousness of situation explained and consequences if move to Stage 4. HoS to monitor and review, within agreed timescale

5a. If issues have not been resolved, further action taken. – Stage 4

5b. **Headteacher and external agency** involvement (e.g. Educational Ppsychologist, Behaviour Support, Police). **Pastoral Support Plan (PSP)** put in.

5c. **Exclusions** enforced for perpetrator:

- i. within school (e.g. playground)
- ii. fixed term exclusion
- iii. permanent exclusion

**Tyntesfield Primary School
Serious Incident Record Sheet**

Name of Victim:

Reported by:

Name of perpetrator:

Date:

Details of incident:**Action taken:**

Teacher who investigated incident:

Senior Manager involved with mediation:

Signed (Head of School or Headteacher):

Victim's parents informed: Y / N

Perpetrator's parents informed: Y / N

**Tyntesfield Primary School
Anti-Bullying Policy
Information for Parents and Families**

Parents and families have an important part to play in helping us deal with bullying.

Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. It can be helpful to ask questions about progress and friends at school; how playtimes and lunchtimes are spent; and whether your child is facing problems or difficulties at school.

If you suspect your child is being bullied

- **calmly** talk to your child about it
- **reassure your child** that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be referred to their class teacher immediately.
- **Arrange to see your class teacher** and explain the problems your child is experiencing.

Talking to the classteacher about bullying:

- **try to stay calm** – bear in mind that the teacher may have no idea that your child may be being bullied.
- **Be as specific as possible** about what your child says has happened – give dates, places and names of other children involved.
- **Ask if there is anything you can do** to help your child
- **Stay in touch** with the classteacher

If you feel your concerns have not been addressed:

- ask to see our Anti-Bullying Policy
- make an appointment to see Mrs Wright in the first instance and then Mrs Manion.

If your child is bullying other children:

Often parents are not aware that their child is bullying others. We ask parents to discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Children sometimes bully because:

- they don't know it is wrong
- they haven't learnt other, better ways to mix with their peers
- their friends encourage them to bully
- they are copying older brothers and sisters or other people in the family they admire
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- **Talk to your child**, explaining that bullying is unacceptable and makes others unhappy
- **Discourage other members of your family from bullying behaviour** or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- **Make an appointment** to see your child's classteacher; explain to the teacher your problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- **Regularly check** with your child how things are going at school
- **Give your child lots of praise and encouragement** when they are co-operative or kind to other people.

**Tyntesfield Primary School
Anti-Bullying Policy
Information for Pupils**

What Can Children Do If They Are Being Bullied?

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
 - ***keep speaking up*** until someone listens and does something to stop the bullying

What do you do if You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.