

# Greens Norton C of E Primary School



## Anti-Bullying Policy

Approved by

David Ward  
Chair of Governors

Jan Pickering  
Head Teacher

Ratified on: 25<sup>th</sup> March 2010  
Due for Review: March 2011

## **Policy for Anti-bullying**

### **Rationale**

It is a basic entitlement of everyone who attends our school (staff and pupils) that they receive an education free from humiliation, oppression and abuse. It is, therefore, the responsibility of all of us to ensure that this happens in an atmosphere, which is caring and protective.

Relationships are the foundation of our school; children are encouraged to not only treat others as they would wish to be treated, but also to actively safeguard the rights of others.

Parents should feel confident that when they send their child to school they will be safe and happy here. In order to achieve this, allegations of bullying will be taken seriously by all members of the school community with the school SENCo and PSHE co-ordinator as the named person to whom incidents of bullying should be reported to.

This policy is written in line with the school's Personal, Social and Health Education, Safeguarding Pupils, Behaviour and Acceptable Use policies.

Greens Norton CE Primary School has joined Northamptonshire's Anti-Bullying Accreditation Programme. (2009)

### **Aims**

The purpose of this policy is to ensure that victims of bullying are confident of support and redress, while aggressors are helped to see the error of their ways and to appreciate the consequences of their actions and;

- To enable children or any person (adult or child) to understand what bullying is
- To enable children or any person (adult or child) to understand that bullying of any kind will not be tolerated by the staff and governors
- To enable parents to feel confident that bullying will be dealt with by the school
- To promote a positive, non-violent and caring ethos in the school
- To raise the awareness of bullying and our firm positive stance against it

## Definition

Bullying is any incident perceived by the victim or anyone else as painful or distressing and is usually repeated over time. It is often deliberately hurtful.

## Types of Bullying

### What does bullying look like?

Bullying can be:

**Physical** – hitting, kicking, pinching, biting, extortion, sexual assault, stealing, hiding belongings,

**Verbal** – name calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening behaviour,

**Psychological** – exclusion from social groups, spreading malicious rumours, graffiti, defacing of property, display of pornographic, classist, disabilist, homophobic, racist or sexist material or actions, religious/cultural retorts, SEN or Disability, appearance or health conditions, related to home circumstances

**Cyber** – all areas of the internet, such as email, social networking sites, mobile phone threats through text messages and calls and the mis-use of associated technologies, i.e; camera and video facilities

### Who bullies?

**Anyone** has the capacity to bully. There are no completely reliable predispositional diagnoses. Those who perceive themselves as low status within a community, institution or group may use bullying to artificially boost their status. Self esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

### Who is bullied?

**Anyone** can be bullied – pupil, parent/carer/guardian or staff member or visitor. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

## Recognising Bullying

All members of the school community will be alert to the possibility of breaches of the policy and take appropriate action. Pupils who identify that the policy is not

being followed will alert an adult they trust. The person who receives a report from a pupil will take it extremely seriously and be seen to be doing so.

Pupils are asked to complete confidential questionnaires on an annual basis every autumn term to enable staff to gather important data in order to implement appropriate strategies e.g.

- classroom box for pupil concerns and ideas.
- The school council will have bullying on their agenda on a regular basis

### **Prevention**

The school uses various methods for helping children to prevent bullying. These include:

- An annual Anti-Bullying week with follow up sessions involving the whole school
- Encouraging children to understand right and wrong (from entry into the school)
- Lessons/discussions around an area of bullying within Personal Social and Health Education
- Discussions regarding e-safety within ICT lessons, annually and as necessary throughout the year (inline with the Acceptable Use Policy)
- Worry Boxes in classrooms
- Knowledgeable and understanding members of staff
- Links with other schools and agencies through the Northamptonshire Anti-bullying Accreditation Programme

### **Responding to Bullying**

If anyone in the school community witnesses or suspects that a bullying incident may have occurred they should report it to a member of staff and/or complete a bullying report form. The form should be given to the PSHE Co-ordinator.

In the event of a bullying incident being reported:

- Whoever receives the report of the incident will listen to the concerns and complete a written report (see appendix 1)
- Teaching staff will investigate the allegation and if this is upheld, parents will be consulted at the earliest opportunity and sanctions will be applied
- Victims will be asked what they would like to happen next
- The perpetrator will be encouraged to apologise and to suggest ways of re-building trust with the victim
- Staff will remind the perpetrator that more serious action will be taken if the bullying persists
- Use of 'Circle of friends' – the 'no blame' approach (see booklet 'anti-bullying strategies for schools, NCC 2003)
- PSHE programmes e.g Say No to Bullying (Social and Emotional Aspects of Learning) materials
- Assemblies with role play, discussion etc
- Buddy and befriending schemes

- Working with victims
  - The Headteacher may decide to have a meeting with all the children involved to: -
    - Discuss the nature of the incident
    - Discuss the feelings of the child being bullied
    - Discuss the need to sort out and identify the problem and prevent further incidents
    - Draw up an action plan designed to monitor the situation
    - Arrange a date for the next meeting approximately 1 week later
    - Agree the wording of the written report made by the Headteacher
- A written record will be made of the second meeting. Positive remarks are encouraged and the new feelings of the previously bullied child are noted. The children are thanked for solving a really serious problem. Alternatively, more strategies may need to be discussed and a new plan of action created, implemented and reviewed a week later.

Parents are most likely to be involved where further meetings are arranged. They will be asked to support the elimination of inappropriate behaviour and in reinforcing the need for a positive response.

All members of staff have access to anti-bullying training.

### **Role of the PSHE Co-ordinator**

- To receive all written reports of allegations of bullying together with outcomes from any investigations
- To co-ordinate the records and analyse for patterns and/or trends and bring these to the attention of staff in school so that actions can be agreed
- To ensure that the school community is consulted when the policy is reviewed to check that it remains effective
- To arrange for peer involvement in preventing bullying and supporting victims/perpetrators
- To lead the review and revision of the policy every two years
- To raise awareness of playground activities that can support victims of bullying
- To engage the support of the Learning Mentor and the Lunchtime Supervisors in school

### **Monitoring and Evaluation**

This policy will be reviewed every 2 years by all stakeholders, children, staff, governors and parents. The policy will be revised accordingly following the review.