

Giffards Primary School

Anti Bullying Policy

This policy was initially developed in the Summer Term 2007 and regularly reviewed. Updated and agreed by *Governors*; May 2018 in conjunction with Preventing and tackling bullying, July 2017, DFE.

To be reviewed May 2019

Signed _____
Chair of *Governors*

Giffards Primary School
Anti – Bullying policy
May 2018

This policy is seen as an integral part of our Positive Behaviour Policy. See also the PSHE policy, Equality policy, Teaching and learning policy and Lunchtime Behaviour policy.

Aims

Everyone at Giffards Primary School has the right to feel welcome, secure and happy, so that they are able to achieve to their maximum potential. The aim of our anti-bullying policy is to ensure that all pupils learn and benefit from the opportunities available at Giffards Primary School in a supportive, caring and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated. At Giffards Primary school we foster an anti- bullying ethos.

Definitions of Bullying

The Department for Education defines bullying behaviour as:

‘Behaviour by an individual or group, usually repeated over time that intentionally hurts another group or person, either physically or emotionally’

The four main types of bullying behaviour are described by the Department for Education as;

- **Physical bullying** e.g. kicking, hitting, taking and damaging belongings.
- **Verbal bullying** e.g. name calling, taunting, threats, making offensive remarks.
- **Indirect bullying** e.g. spreading nasty stories about someone, gossiping, excluding people from social groups.
- **Cyberbullying** via text messages, social media or gaming which can include the use of images and video e.g. sending nasty or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room bullying, bullying through Instant Messaging (IM) and social networking sites.

The rapid development of and widespread access to technology has provided a new medium for “virtual” bullying which can occur in or outside school. The Education Act 2011 states that staff have the power to seize a mobile phone where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young persons mobile phone. The device must be given to the police as soon as it is reasonably practicable if the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence.

It is important that we recognise that there is a difference between bullying and boisterous behaviour. Where these behaviours are contributing to concerns in the school they will be dealt with in accordance with the Positive Behaviour Policy.

As a school we will work hard to ensure that all pupils know the difference between bullying and friendship conflicts.

The school will be proactive in respect of unacceptable conduct, which occurs outside the school but becomes connected if it starts to have a negative impact on behaviour in school. Section 90 and 91 of the Anti – Bullying Policy reviewed and agreed May 2018

Education Act 2006 say that “a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police.”

Actions to Tackle Bullying

Prevention is better than cure, so at Giffards Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously.

We will adopt a range of whole school strategies including

- Ensuring that the whole school understands what bullying means. This includes working with parents. Clear definitions will be displayed around school. (hand poster)
- Making it clear to the whole school community that bullying of any kind will not be tolerated.
- Take reported incidents seriously, investigate and if necessary act upon with clearly defined procedures (see below)
- Improving children’s understanding of appropriate behaviour and combat bullying type behaviour through the PHSE curriculum and assembly themes.
- Pastoral support for vulnerable children or those children identified as having challenging behaviour this could include social skills groups and individual support plans.
- Lunch time support -lunch club,, computer club, inclusion room and support with sports coaches and LSA’s who work at lunch.)
- Where necessary improving pupil’s self-esteem through nurture/social skills groups.
- Working with MDA’s to provide safe and happy lunchtimes for our pupils.
- Monitoring and recording of pupil behaviour through our zone behaviour system.
- Anti bullying ambassadors, children who are trained to support their peers within lunch and work under the guidance of Mrs Holdsworth.

Reporting of incidents

- 1 Pupils are encouraged to report any incidence of bullying to an adult within school and that if another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff, in the class, at break and during lunch.
- 2 All reported incidents of bullying will be investigated and taken seriously by staff members. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the inclusion team.
- 3 Each class has an in class Please Mrs Folder or box where children can write a note and there is a worry stop on both key stage 1 and 2 playgrounds and post box for worries at key stage 2. These are in place as we recognise that children can sometimes find it difficult to speak directly with an adult.

Children may sometimes show signs of being bullied;

- Be reluctant to go out to play
- Cling to adults in the playground
- Hide themselves from everyone in the playground
- Begin hurting other children

- Become withdrawn
- Cry more or become distressed easily
- Demonstrate behaviour changes at home e.g bed wetting/nightmares
- Becoming excluded by other children in class
- Have their possessions go missing regularly
- Refuse to say what the problem is
- Refuse to go to school
- Concentrate less in class and stop producing quality work
- Have unexplained scratches or bruises
- Display behaviour which is out of character
- Give unlikely excuses to explain any of the above

These signs and behaviour don't automatically indicate bullying, especially if in isolation, but bullying will be considered a possibility and investigated by staff within school.

All staff at Giffards will take responsibility for dealing with incidents of bullying. Staff work closely with our inclusion team; Mrs Holdsworth, learning mentor and Mrs Teager, inclusion manager to deal with incidents of bullying.

If bullying is suspected we will:

1. Take immediate action by talking to the victim and any witnesses
2. Identify the bully/suspected bully. Talk to them about what has happened to discover why they became involved. Make it clear that bullying is not tolerated at Giffards primary school.
3. If the bully owns up then we will follow the sanctions procedure as outlined in the positive behaviour policy.
4. An additional sanction may be to arrange for the child to be escorted from the school premises or alternative arrangements put in place during the day such as the child being escorted to lessons, to get their coat, go to the bathroom.
5. Records of all behaviour incidents are kept for monitoring purposes (see positive behaviour policy). If a child is placed in the consequence zone at any time staff will follow the sanction guidance. The completed consequence slip will be kept and the incident logged on "in touch" our computerised tracking system. All staff are proactive at speaking with parents when children receive a consequence and a meeting is held if a child receives 3 to set up an action plan.
6. A bullying incident log is completed if bullying is confirmed. These are kept in a folder in the inclusion zone and reported to the governors each term.
7. If the bully does not own up, further investigations will take place. (This may happen in the child's own time such as lunch or breaktime) If it is clear they are lying, staff will continue with the sanction procedures as outlined in the positive behaviour policy. Where incidents are hard to prove because of conflicting accounts, it may be necessary to make a decision based on the balance of probability. Sanctions will be followed accordingly. In a case where it is harder to decide if bullying has occurred both bullying and bullied parties are informed that the situation is being monitored by the class teacher/s concerned. Children are reminded to inform staff of any subsequent incidents.
8. In all cases monitoring is continued to ensure no repetition. Further incidents will result in parents being informed and a letter being sent home and kept on the child's file. Follow up findings need recording in the bullying log. Follow up monitoring may include observations carried out by LSAs or inclusion team.

9. All incidents are monitored by the Inclusion team to look for patterns e.g a particular child indicating they are being bullied (this may be attention seeking behaviour and will be dealt with through pastoral care programmes), allegations against a particular child (PSP may need putting in place) or incidents at certain times of the day, week, year or places (this may mean adjustment to lunch arrangements, play equipment or routines)

Working with the child who is being bullied

Tell an adult immediately, you will get support. 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.

Be assertive – Walk away confidently. Go straight to a teacher or member of staff.

Do not fight back or pick a time to retaliate, it may make things worse and could result in you having to be sanctioned for breaking school rules.

Remember some children do say unkind things, they are not necessarily bullying you. If this is the case make sure you still tell someone so that it can be dealt with.

Advice to Parents of the victim

1. Encourage your child to talk about the situation with you at home. Be patient if they are reluctant.
2. Sympathise but do not over react.
3. Assure them that the bullying will stop.
4. Build up your child's confidence as much as possible by praising every effort they make to cope with the situation.
5. If your child has few friends encourage him/her to invite children home to play and suggest he/she joins a club of some kind.
6. Do not advise your child to fight back it can make matters worse
7. Support your child in understanding and recognizing the difference between peer conflict and bullying.

Working with the Bully

. Bullies have to learn to respect the feelings of others and gain reward from acceptable social behaviour.. *It is important to bear in mind that most children bully at some time* (Kidscape 2006). Children need to be aware it is an unacceptable behaviour and must be nipped in the bud by admonishment or sanctions such as loss of privileges. Children need to learn that there will be consequences to their actions.

- 1 Discuss the incident with the child and identify any triggers, children can bully for many different reasons

- 2 If appropriate, support staff will carry out observations. Involve the parents in a positive approach when appropriate.
- 3 Clearly identify the bullying/inappropriate behaviour and discuss how this must stop, devise ways in which the pupil can be supported in this. This could be written up in the form of a contract and signed by the child and teacher (this could include the victim if it was felt appropriate)
- 4 If difficulties persist an individual support plan will need to be negotiated with the child and their parents. The child may be placed on the SEN register and advice from outside agencies sought if appropriate.
- 5 Provide the bully with a named person (MDA/ LSA/ teacher on duty) or special area so they have an 'escape route' or someone to go to within the school if they feel a situation could prove too difficult for them to cope with. Give them the opportunity to withdraw and praise them accordingly.
- 6 Be aware that the bully's peer group may react either positively or negatively to his/her change of behaviour and this needs to be discussed with both parties. Be aware that other pupils may be controlling a bully, indicating that the bully themselves is being bullied/manipulated.
- 7 Discuss and role-play acceptable social behaviour with the bully. Use social stories to develop understanding of acceptable behaviour. Children sometimes bully other children to gain their attention and their friendship. They may not have the social skills required to make friends or keep them. Act out together ways of asking to play a game and suggest what they could do if other children refused to let them play. Explain that it is not acceptable to try to prevent their friends playing with other children. This appears to cause difficulties with many children who assume that if their friends play with others, that they are no longer liked.
- 8 Alongside a positive behaviour programme it may also be helpful to arrange a number of self esteem / nurturing sessions with the bully.

Advice To Parents of the Bully

- 1 Discuss the situation with your child at home. Explain how serious the situation could become.
- 2 Try to impress upon your child the frightening effect his/her behaviour has upon others.
- 3 Always criticise the behaviour NOT the child.
- 4 Praise your child for acceptable behaviour and reward appropriately when the targets have been met.
- 5 Explain clearly that you are working with the School to help him/her effect a change in behaviour.
- 6 It is extremely important to express repeatedly confidence in your child's ability to change.
- 7 Try to spend more time listening and talking to your child. Listening can be a powerful resource.
- 8 Try to increase your child's circle of friends and improve his/her social skills by inviting children home to play.

Further information can be found in the DFE document Preventing and tackling bullying; advice for head teachers, staff and governing bodies July 2017 .

Giffards Primary School

Appendix 1

INCIDENT OF BULLYING REPORT FORM

Name of targeted pupil Year group/class	Name of children involved Year group/class
----------------------------------------------------------	-------------------------------------------------------------

Date reported Person reporting
Information provided by pupil (person being bullied)
Children involved
Where did the incident take place (include date/time)
Actions taken in school (give details of support for pupil being bullied)
<u>Sanctions and actions taken</u> (give details of how the bully was dealt with, include support and monitoring arrangements)
Has this been recorded on intouch,, have the pupil's parents been informed Yes/ no by which method?
<u>Follow up/monitoring</u>
<u>Other comments</u>
Signed

Appendix 2
Giffards Primary School
Anti-bullying

Information for parents and carers

"Every school is likely to have some problem with bullying at one time or another. Your child's school must have by law an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already done so." From - DfES Bullying - Don't suffer in silence.

The Department for Education defines bullying behaviour as:

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- **Cyberbullying** e.g. sending nasty or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room bullying, bullying through Instant Messaging (IM) and social networking sites.

Parents and families have an important role in our anti-bullying policy and helping school deal with bullying.

Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.

Watch out for signs that your child is being bullied or bullying others. Parents and families are often the first to detect symptoms of bullying although teachers and other school staff may suspect that a child is being bullied. Contact the school if you are worried. Your child's class teacher should be your first point of contact as they will know your child best.

We ask parents to:

- a) Look out for unusual behaviour in your children - for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.

e) It is important that you advise your child not to fight back. It can make matters worse!

g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

If you think your child is being bullied

- Calmly talk to your child about it
- Make a note of what your child has said - particularly who was said to be involved; how often the bullying has occurred; where it has happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to speak to your child's class teacher
- Explain to the teacher the problems your child is experiencing

Talking to the school about your concerns

- Try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of a story
- Be as specific as possible about what your child says - give dates, places, names of other children involved
- Note what action the teacher intends to take
- Stay in touch with the school - let them know if things improve as well as if problems continue
- If you think your concerns are not being addressed then make an appointment to meet the Headteacher.

If your child is bullying other children

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children can sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers and sisters, friends or other people in the family they admire.
- They haven't learnt other, better ways of mixing, playing with their friends
- They are going through a difficult time and are acting out aggressive feelings
- They have low self-esteem and need to feel important.

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 class teacher, explaining to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them from bullying others
- Regularly check with your child and class teacher how things are going
- Give your child lots of praise and encouragement when they are cooperating or kind to other people.

Our inclusion team hold a weekly drop in session on a Wednesday from 8.30 - 9.30 am or you can call the main office to arrange an appointment to meet with a member of the inclusion team to discuss any concerns you may have about conflict, behaviour or bullying.