

Old Palace Primary School

Anti-Bullying Policy

Beliefs

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims

Head teachers have a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006, the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. School also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

At Old Palace:

- Bullying will not be tolerated;
- Staff will respond promptly and effectively to issues of bullying;
- All governors, teaching and non-teaching staff, pupils and parents will understand what bullying is;
- All governors and teaching and non-teaching staff will know how to respond, when bullying is reported or suspected
- All pupils and parents will know what to do if bullying arises;
- Pupils and parents will be assured that they will be supported when bullying is reported.
- Midday Supervisors will be regularly made aware of the importance of their role in monitoring pupil interactions and identifying pupils who are displaying signs of distress.

Links to other policies

This policy links with school policies on Behaviour, Child Protection, Confidentiality, e-Safety and Acceptable Use, Staff Conduct, Complaints and the school's Single Equality Scheme.

What is Bullying?

Bullying is a persistent, deliberate attempt to hurt or humiliate someone. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;

- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focussing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Ability Making fun of someone because they find things difficult related or have a particular talent;
- Cyber:
 - All areas of internet, such as email & internet chat room misuse;
 - Mobile threats by text messaging & calls;
 - Misuse of associated technology, i.e. camera & video facilities.

What is Cyber-Bullying?

Cyber-bullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyber-bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort;
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks;
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified;
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them;
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room;
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

Signs and Symptoms

Bullying behaviour is often very subtle, so staff need to be vigilant for signs or behaviour that suggest that bullying is taking place. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;

- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or “go missing”;
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually “lost”;
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what’s wrong;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

We will use a range of methods to help the children prevent bullying. These include:

- An annual Anti-Bullying week (including Cyber-Bullying activities) held each November;
- School rules and individual class contracts signed by pupils
- Use of the SEAL materials, incorporated into the school’s PHSE scheme of work;
- Whole school and class assemblies;
- Work around acceptable use of the internet, including cyber bullying, including a signed agreement by pupils;
- Annual Year 4 and Year 1 anti-racism workshops
- Use of a variety of resources and strategies including:
 - reading stories about bullying or having them read to a class or assembly;
 - using audio-visual resources, such as video clips and ICT resources;
 - having discussions about bullying and why it matters;
 - role-plays;
 - poster campaigns to keep the message fresh and highly visible around the school.

Procedures

1. Pupils are encouraged to report any incident of bullying to a member of staff or by leaving a note in one of the bullying boxes, located outside the Deputy Head’s room and the school office. These will be checked weekly by the Deputy Head.
2. Staff will always listen to children and take reports of bullying seriously. They will discuss the matter with victims in confidence and then this will be dealt with as a matter of urgency.
3. Incidents of bullying should be recorded using the red card system. Completed cards should be passed to the class teacher to ensure that they are aware of the situation.
4. Class teachers will inform their Phase Leader, who in turn will ensure that the matter is brought to the attention of the Head/ Deputy Head, if they have not already been involved in the process. Cyber-bullying incidents will need to inform the e-Safety Coordinator who in turn will bring the matter to the attention of the Head/Deputy Head.
5. Staff members should initially refer to their Phase Leader, line manager or e-Safety Coordinator (Cyber-bullying advice) if they require advice or support in dealing with any incidence of bullying.

6. Parents will be informed as appropriate and in serious cases or repeated cases will be invited to attend a meeting at the school to discuss the problem.
7. If necessary and appropriate, police will be consulted.
8. Staff will ensure that the victim receives the support that they need to safe and cared for in school. This may involve arranging counselling.

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place;
- Parents will be informed when their child has been involved in or been a victim of bullying and they will be updated on the actions taken by the school;
- In serious cases, a fixed exclusion will be considered;
- If possible, the pupils will be reconciled;
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Support for Children

- Posters and leaflets are on display throughout the school. The posters displayed indicate non-tolerance, it helps children identify what institutes bullying and how victims can deal with bullying e.g. teacher support, bullying boxes, helpline numbers;
- Pupils at risk of bullying or former victims may be referred to one of the school's Learning Mentors, who work collaboratively with pupils and staff on issues such as anti-bullying;
- Bullies are supported to change their behaviour through guidance and targeted programmes provided by a Learning Mentor. Further support can be arranged by the Inclusion Co-ordinator, such as the involvement of the behavioural support team or external agencies as required.

Support for staff

- All staff and volunteers will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as part of the induction process (see Induction Policy);
- Guidance is available in the Staff Handbook and the class packs provided to Supply Teachers;
- Regular updates and reinforcement will be given through morning briefings. Instances of bullying or suspected bullying may be discussed, ensuring staff are kept informed and provided with guidance in respect of particular problems and/or general school policy;
- Whole school staff training sessions, including an annual meeting prior to Anti-bullying week and e-Safety week, will be held to provide staff with the knowledge, skills and understanding to prevent and tackle bullying and to consult on school policy;
- Any member of staff who feels he/she needs help and support in dealing with a bullying problem should approach their Phase Leader or line manager to receive further guidance forthcoming.

Support for Parents

- Parents who have concerns will be listened to carefully and their concerns will be sensitively investigated;
- Staff are available to answer any queries at the beginning/ end of the day. If a longer conversation is required parents are welcome to make an appointment;

- Parents are informed in writing and invited to meet with the Learning Mentor following a referral to discuss the nature of the work to be delivered and the reasons why this is required;
- Parental permission is sought before any referrals are made to the behaviour improvement team;
- The programme of events for Anti-bullying week will be shared with parents and this will be reported on in the subsequent parents' newsletter.
- Contact numbers offering support are displayed on the parent's notice board and updated regularly.
- The anti-bullying policy is available on the school website.

Services

KIDSCAPE Parents Helpline 0845 120 5204

Childline 0800 11 11

Bullying online www.bullying.co.uk

Beatbullying www.beatbullying.org

Anti-bullying Network www.antibullying.net

Transition to Secondary Schools

- Fears of bullying may be a concern for pupils during secondary transfer. To support pupils:
- Transition Meetings are arranged by the school towards the end of Year 5 and the beginning of Year 6. Representatives from local secondary schools are invited to attend these meetings in order to answer the pupils and parents questions;
- Opportunities for secondary colleagues from local schools to come and work in the school are provided to break down barriers;
- PHSE work in the summer term of Year 6 focuses on 'Changes', including activities and role play to support the transition process;
- During the transition day secondary schools explain their anti-bullying policy and practice to the children. This help to reassure the children and build on their confidence;
- In the case of vulnerable pupils, the Inclusion Co-ordinator and Learning Mentors liaise closely with their secondary colleagues so that appropriate support can be provided, such as additional visits to the school, meeting new staff and the setting up of buddying schemes.

Monitoring and Review

- Incidents of bullying will be monitored on a half termly basis as part of the behaviour monitoring process;
- The number, nature, time and location of any bullying incidents will be recorded each half term using the red card system. This data will be analysed and tracked to identify any patterns, to inform future preventative work and to ascertain the impact of the school's anti-bullying interventions;
- Behaviour monitoring will identify bullies and their victims and the analysis of this data over time will highlight any repeated incidents of bullying perpetrated by an individual or group and any particular children or groups of children who for some reason, are becoming a target for bullies;
- The insights gained from half termly monitoring will be shared with all staff through SLT and Progress Meetings. Minutes from these meetings will record any agreed action to be taken, such as classroom work, for example additional PSHE teaching or other measures,

such as referrals to the Inclusion Co-ordinator or a Learning Mentor. The effectiveness of these actions will be reviewed using the following half term's data;

- The ICT Leader monitors the pupil's use of the school's virtual learning environment to ensure that this is being used appropriately. Any incidents of inappropriate use are reported to the e-Safety Coordinator and the Headteacher;
- The Learning Mentors and pupils create targets and then the mentor produces planned programmes for the pupils they support. These are regularly assessed and pupils complete a self review at the end of each cycle of planned work;
- The views of pupils are gained during Anti-bullying week, using questionnaires or KWL grids, which are sent to the Well Being Leader for analysis. In addition, a sample of pupils complete an annual pupil survey to gain their views on bullying and how safe they feel at the school;
- Parents are consulted through Parent Voice events and through their interactions with staff, such as the class teacher, Inclusion Co-ordinator and Learning Mentors;
- The number of incidents and the actions taken are reported termly to the Curriculum Committee of the school's Governing Body;
- Procedures will be reviewed by the SLT, in consultation with the Well Being Leader, staff, pupils and parents at least annually and updated.

APPENDIX

Advice for pupils

If you are being bullied:

- Try to stay calm and look as confident as you can;
- Be firm and clear – look them in the eye and tell them to stop;
- Get away from the situation as quickly as possible;
- Tell an adult what has happened straight away after you have been bullied;
- Tell a teacher or another adult in your school;
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- Or write it down and post it in the bullying box, giving your name and class;
- Remember the school will investigate claims of bullying in a sensitive way, so those involved are treated fairly and justly.

If you are being cyber-bullied:

- Don't ignore the bullying and tell an adult what has happened straight away;
- Try to stay calm and look as confident as you can;
- Don't reply to abusive or worrying text or video messages;
- **Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.**
- Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.

If you see someone being bullied:

- Help stop it by telling;
- Support those who are being bullied.