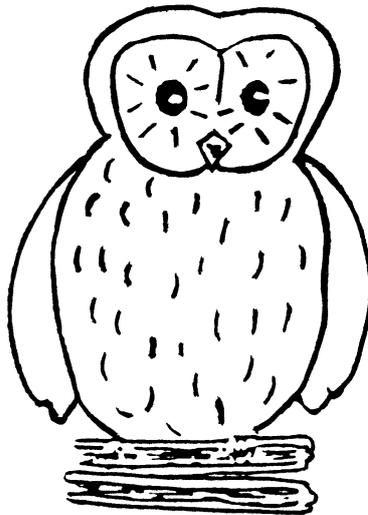


Overstone Primary School



Anti-Bullying Policy

Designated Safeguarding Leaders: Janice Mardell, Dee Dawson, Anuska Lockey

Child Protection Governor: Sue Collins

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

The School's preventative curriculum and ethos:

"The ethos of the school is the determining factor in creating an environment in which children grow up to feel valued and to value each other." (Responses to bullying - Issues and Strategies).

The atmosphere we have at Overstone Primary School is characterised by kindness, friendliness and tolerance. In this caring environment there is provision for non-threatening challenges, respect for each other and an atmosphere where children feel safe and able to make their own contributions. Bullying is not able or allowed to thrive in such an environment. Effective systems and practices prevent incidents of bullying happening.

The aims of this Anti-Bullying Policy are:

1. To ensure that all pupils, staff, parents and Governors fully understand that bullying is viewed very seriously and that everyone has their part to play.
2. To be assured that the school will deal effectively with bullying as it occurs.
3. To ensure that the school will provide support to both bullies and victims.
4. To ensure that there is a common understanding of what is meant by bullying.

What is Bullying?

"Bullying is behaviour which involves systematic abuse of power. It is meant to be hurtful and happens more than once. Bullying is started by an individual. He/she is not responding to nastiness from another person. When pupils have the same power, numbers and strength to fight and argue, this is not bullying". (Northamptonshire Education Authority - Eliminating Bullying).

Bullying can take many forms, but three main types are:

- **Physical** – hitting, kicking, spitting, demanding money or belongings.
- **Verbal** – name calling, insults making racist, sexist, homophobic or offensive remarks.
- **Indirect** – excluding or 'blinking', spreading gossip, damaging property, offensive or abusive emails, text messages or posts on websites – known as 'cyber bullying'. We believe that bullying someone by email or text messages is still hurtful and will be dealt with in the same manner.

There are three main features of bullying:

1. Deliberate aggression.
2. An unequal power relationship
3. A result of pain and/or distress

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

Involving Parents

Parental support is one of the keys to the success of our Anti Bullying Policy. Through the annual parental questionnaire and representation by parents on the governing body we continually monitor parents' thoughts and concerns about bullying and these are reflected in this policy.

What should parents do if they feel their child is being bullied?

If a parent suspects that their child is being bullied, they are encouraged to talk to their child and try to establish the facts. They should tell the school immediately. If a parent suspects that their child is bullying, they too should try to establish the facts by talking calmly to their child and then share this information with the school. The school will look into any concerns of parents, thoroughly investigate the issue, notify both the victim and bully's parents and tell them the course of action which the school is taking.

The approach which is taken and the written forms which are completed when necessary can be found in appendices 1 and 2

If a parent is unhappy with how an incident has been dealt with they may make a representation to the Complaints Committee of the Governing Body and this will be dealt with in accordance with the Complaints Policy.

Who is responsible for reporting incidents of bullying/ racism?

It is the responsibility of all staff, teachers and non-teaching staff including dinner-time supervisors to listen to any child who is voicing any concerns. It may be that the victim has difficulty in confiding in anyone at home or at school in which case parents and staff need to be observant for signs of bullying. Pupil bystanders also have a responsibility to ensure they report any incidents of bullying which they observe.

Adults can report incidents of bullying (to them) to their line manager, the Head teacher, or to the governing body using the Complaints Policy procedures if required.

Dealing with incidents of bullying and/ or racism

Any incident of bullying/ racism will be passed to the Head teacher who will investigate the incidents. A record of incidents of bullying /racism will be kept. Staff should follow the 'No blame approach to bullying' (appendix 1). Any proved incident of bullying will be dealt with according to Overstone Primary School's Behaviour Policy.

When a **pattern** has been seen to develop, both the victim and the alleged perpetrator will be spoken to so as to ascertain the circumstances.

- **(Grade 1 Response)** A child suspected of bullying will receive a recorded verbal warning and work on the Bullying aspect of the PSHE curriculum and other relevant programmes to correct their behaviour.
- **(Grade 2 Response)** If the behaviour continues, the child will receive a letter home and parents will be invited in for a discussion with the Class Teacher.

- **(Grade 3 Response)** Any reoccurrence could lead to fixed term exclusion.

All allegations of bullying/racism will be taken seriously and should be reported to the Head teacher. In accordance with DfE guidelines *all* racist incidents will be recorded and parents and governors will be made aware of the incident and the action taken to deal with it, as will the Local Authority.

How to support the victim:

- Victims will receive support using the Protective Behaviours programme so that they can identify when certain situations are developing and who they can turn to for help.

Strategies in School to Prevent Bullying Behaviour:

- Making clear links between our Bullying policy and Behaviour and Equality policies
- Being aware that even the youngest children can understand the consequences of their own actions
- Listening carefully to pupils and providing opportunities for them to express views and opinions- for example during circle time
- Multi agency work – working with social services, police etc.
- Involving parents and the wider community
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricular themes, SCARF, Protective Behaviours, anti-bullying week, drama, story writing and literature
- Including all staff in training
- Involving governors, parents and staff in the development of the Anti-bullying policy
- Teaching children to say ‘no’ when appropriate or to get help

We do not tolerate any form of racism, bullying or harassment. Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges.
- Responding to children’s diverse needs.
- Overcoming potential barriers to learning.

We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Monitoring and Evaluating the Policy

The policy will be regularly monitored and evaluated by the Head teacher and class teachers through the following methods:-

- Talking with pupils e.g. in circle time and PSHE lessons
- Pupil questionnaires
- Playground observations and reports from lunchtime supervisors
- Small group interviews – or individual interviews
- Feedback from School Council
- Comments and scores from annual parental questionnaire
- Head teacher report to governors and governor discussions.

This monitoring information will be shared at staff meetings and the governors meetings. An annual review of the policy will take into account this monitoring and changes will be made as necessary.

The following policies support the Anti-Bullying Policy:

Behaviour Policy
 Equality Policy
 Inclusion Policy
 Safeguarding Policy.

THE NO BLAME APPROACH TO BULLYING

STEP ONE – INTERVIEW WITH THE VICTIM

When you find out about a bullying incident, start by talking to the victim about his/her feelings. Find out who was involved, including non-participant spectators.

STEP TWO – HAVE A MEETING WITH THE PEOPLE INVOLVED

Arrange to meet with the group of pupils who have been involved. This may include some bystanders or colluders who joined in but did not initiate any bullying.

STEP THREE – EXPLAIN THE PROBLEM

Tell the group about the way the victim is feeling and emphasise the distress that has been felt. Do not allocate blame to the individuals or group but state that the group can do something about it, something to help.

STEP FIVE – ASK THE GROUP FOR THEIR IDEAS

Each member of the group must be encouraged to suggest a way in which the victim could be helped to feel happier. Give some positive responses but do not go on to extract a promise of improved behaviour.

SOME REASONS WHY CHILDREN MAY BECOME BULLIES

Some children become temporary bullies after a traumatic event, such as a divorce, bereavement, etc. Other children become bullies because:

- They like the feeling of power
- It covers insecurity
- They have been abused in some way
- They may be bullied at home
- Are under pressure to succeed at all costs
- They do not belong

Bullies are usually insecure people and it is vital that they are treated sensitively when confronted. We need to help the bully understand that this type of behaviour is not acceptable and offer other strategies to increase their self-esteem.

SIGNS THAT MAY INDICATE THAT A CHILD IS BEING BULLIED

Children may:

- Be frightened of leaving school
- Be unwilling to come to school
- School work deteriorates
- Destroy books/objects
- Be hungry after lunch
- Become distressed
- Keep losing things
- Cry a lot more
- Become disruptive
- Run away from school

Victims of bullying feel:

- Ashamed that they have been singled out for the bully's attention and they have no control
- Guilty that they have done something that deserves being bullied
- Powerless and isolated
- There is nobody to turn to - if you tell it will make matters worse



Incident Record (Related to Bullying)

Child' name:

Date(s):

Description of problem:

Action Taken:

Follow-up: