

Totley Primary School



Anti-Bullying Policy

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| Date Reviewed: | January 2017 |
| Reviewed by: | Nicola Wileman |
| Policy to be reviewed by: | June 2019 |

Totley Primary School Anti-Bullying Policy

1 Philosophy

The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

- **All bullying is unacceptable**, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- We recognise the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised. We are committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

2 Statement of Intent

The aim of our School is simply to 'End Bullying'.

The objectives of formulating this statement are: -

- To raise the profile of Bullying as an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying incidents and their regular reporting to the relevant Governing Body, and via this body to the MLT.

3 Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

1. **Physical (examples include, hitting, kicking, theft ...),**
2. **Verbal (eg racist, homophobic remarks and name calling ...), and**
3. **Indirect (eg spreading rumours ...)”.**

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

A child is defined as a person under the age of eighteen years in section 105 of the Children Act (1989) .

A young person is defined as a person under the age of 18, but over compulsory school age ie 16, a mature minor.

4 Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to 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
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- 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 or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received.

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

5 Policy Ownership and Responsibilities

The MLT can express 'Expectations' through this guidance, specifically with regard to schools within the Trust where Governors hold the 'Responsibility'.

The MLT will ensure these responsibilities are met by ensuring that:

- All Schools have an Anti-Bullying Policy that includes details of the Procedures that will be used to prevent and respond to bullying incidents (includes details of specific roles and responsibilities of staff and relationship to Behaviour Policy). These procedures should be regularly reviewed and evaluated and these reviews should involve staff, children/young people and parents/carers.
- All Schools record and report Bullying incidents to the Governing Body and via the Governing Body to the Directors Board and City Council.
- All Schools provide regular anti-bullying training for all staff (teaching and non-teaching), with emphasis on NQTs.

6 Action to be Taken to Combat Bullying

Among the activities which we maintain in an effort to combat bullying are: -

- To display anti-bullying messages including details for children and young people about who is the “someone to turn to”. These can be found on the safeguarding posters in the classroom.
- We address Bullying through the Curriculum and through assemblies.
- We are involved in education initiatives that can help challenge Bullying e.g. National Healthy Schools/anti-bullying week.
- We can provide access to appropriate advice and support for both victim and perpetrators eg counsellor.
- We actively engage children and young people in challenging bullying.
- We promote the Anti-Bullying Campaign in our local community

7 The Role of Children and Young People

An Anti-Bullying Policy can be effectively introduced and enforced in a supportive school climate where children, staff and young people have an understanding of bullying and expectations. In this regard the children, staff and visitors are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages, British Values and positive Citizenship.

We expect all staff, children and visitors to:

- Report all incidents of bullying using the procedures in place in school including cyber-bullying, homophobic, racist and verbal.
- Act in a respectful and supportive manner with their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Adhere to and promote the aims and objectives of the Anti-bullying policy.
- Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

8 The Role of Parents/Carers

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways; by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

We will work alongside parents and expect them to:

- Stress to their children the importance of appropriate sociable behaviour (including cyber-behaviour) and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying by sharing concerns with us as soon as possible and not promising a child that they will not tell anyone.
- Actively endorse and support the Anti-Bullying Policy by acting responsibly and calmly.
- Support the school in the sanctions that are given and make clear their disapproval of this behaviour.

- Not automatically dismiss the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

9 Evaluation Procedures

In order to assess the effectiveness of an anti-bullying policy, evaluation procedures covering the school, Governors and the MLT are in place. Any bullying incidents are reported to the local governing body through the Data Capture report and are included on the head teacher's report, issued termly. The safeguarding governor takes responsibility for reporting these incidents to the Mercia Learning Trust Board of Directors.