



## Anti-Bullying Policy

Reviewed : September 2018

Due for review: September 2019

By: Headteacher



## **Anti Bullying Policy**

### **Policy statement**

Bullying is deliberately hurtful behaviour that is repeated over a period of time. This can be name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It is one of the things that prevents young people from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

We believe that Chaucer Primary is a community where everyone feels safe, secure and valued. This is promoted through our curriculum. Bullying of any sort prevents this from happening and will not be tolerated. We work hard to ensure that all children know the difference between bullying and simply 'falling out'. This is reinforced through our PSHCE (Personal, Social, Health and Citizenship Education) scheme of work. Through this an appropriate attitude towards bullying behaviour is explored and discussed within the school year, through assemblies, School Council and whole school ethos.

## **Definition of Bullying**

### **Chaucer Primary definition of bullying**

At Chaucer Primary we pride ourselves on being totally committed to inclusion and consider ourselves a fully inclusive school, therefore we will not tolerate any bullying behaviour towards pupils with disabilities or racist, sexual or homophobic bullying. (See Single Equality Policy)

### **There are many definitions of bullying, but most consider it to be**

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves

## **Types of bullying**

- physical – hitting, kicking, taking belongings
- verbal and written – name calling, insulting, making offensive remarks
- indirect- spreading nasty stories about someone, exclusion from social groups
  - Cyber bullying (the Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (*Childnet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves*)

## **Different forms bullying can take:**

- **Race**
- **Gender**
- **Religion or Culture**
- **SEN or disabilities**
- **Appearance or health conditions**
- **Home circumstances or family crisis**
- **Sexual orientation or homophobic**
- **Sexist or sexual**

## **The role of the 'Bystander'**

At Chaucer Primary we recognise the role of the 'bystander' and the impact they can have on an incident of bullying. A bystander is an observer, onlooker or witness to bullying.

- The ringleader – those leading the bullying, but not always the person 'doing' the bullying.
- Assistant(s) – those involved in 'doing' the bullying.
- Reinforcer(s) - support the bullying, might laugh or encourage other people to collude with what is going on.
- Outsider(s) - ignore any bullying and doesn't want to get involved. This can actually include adults too!
- Defender(s) - stand up for someone being bullied. Know that bullying is wrong. Feel confident enough to do something about it. We recognise and reward defenders of bullying.

When investigating incidents of bullying, we will ensure that all individuals concerned are dealt with appropriately in line with this policy.

### **Aims and Objectives**

- **We aim to provide pupils with a safe, caring and friendly environment where all can learn without anxiety**
- **We ensure a ‘zero tolerance approach’ towards bullying, ensuring bullying behaviour is unacceptable and always challenged**
- **Reports of bullying will be recorded and taken seriously**
- **Pupils will be listened to, will know that it is “ok to tell”, who to tell and how to tell**
- **We ensure pupils understand not to fight back or retaliate**
- **We endeavour to provide a clear and swift response to any report of bullying behaviour**
- **Parents/carers will be informed of any incident, listened to, and will be kept up to date with how their concerns are being dealt with**
- **Parents/carers of a pupil who is a perpetrator of bullying will be informed immediately and will have a responsibility of supporting school in their child facing and accepting the consequence**
- **We ensure there is a consistent whole school approach to bullying**

### **Intervention and Prevention**

As outlined in our Behaviour policy we have many strategies in place: including circle time in Class assemblies, whole school assemblies, an active school council and clear day to day procedures as well as many cross curricular links to promote an anti-bullying school where emotional health and well being is seen as paramount in developing a healthy and successful school learning community.

All members of staff work together to develop all pupils’ self esteem and confidence and promote a listening ethos where all pupils know it’s ok to tell.

### **Procedures**

**Chaucer Primary takes a ZERO-TOLERANCE approach to bullying.**

At Chaucer Primary we believe in direct action, immediate intervention and constantly reinforcing to pupils that all forms of bullying are unacceptable and will not be tolerated. Early

involvement of parents is essential and following up any incidents is crucial, as pupils who expect follow up are unlikely to start bullying again. Accurate records of any incidents will be kept. Pupils are aware that they will be listened to and know it's ok to tell, who to tell and how to tell. Our main aim is to encourage pupils to tell staff about bullying rather than retaliating. The responsibility of monitoring and recording incidents of bullying lies with the Head teacher. The Head teacher reports incidents of bullying in the termly report to governors and will also provide a termly report to governors outlining any trends or patterns of bullying incidents. Class teachers have a responsibility to ensure children have channels in which to report incidents of bullying. This is provided through caring relationships but also through school comments box, a anonymous comments button on the school website and opportunities in PSHCE lessons to consider and discuss behaviour towards others.

### **Information for children**

#### *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 as quickly as possible

#### *After you have been bullied*

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Don't blame yourself for what has happened

**REMEMBER – BULLIES DEPEND ON YOUR SILENCE. ALWAYS TELL AN ADULT. WE ARE HERE TO HELP YOU.**

### **Information for staff (see appendix 1 and 2)**

- If a child reports bullying, reassure them that they are behaving appropriately
- Do not promise confidentiality
- Dealing with the issue without reference to individuals in a class discussion may be helpful • If the class teacher is not the adult initially approached by the child, then the class teacher must be informed
- The class teacher may judge that the incident is one which could be dealt with within normal classroom procedures and policies. If not, then the following strategies will be followed:
- The Head teacher will be notified by the Class teacher and will discuss the issues with relevant parties, i.e. Teaching assistants, etc.
- We will contact the parents of the children involved and the details of the incident(s) will be explained to them.

- We will give support to the victim. The nature of the support will be appropriate to the needs of the child.
- We will work with the bully to help them understand their behaviour and so change it. Some of the strategies outlined above will be used, and arrangements will ensure that this is done sensitively so as not to compromise the support given to the victim.
- We will work with any bystander(s) to help them understand their behaviour and so change it. Some of the strategies outlined above will be used, and arrangements will ensure that this is done sensitively so as not to compromise the support given to the victim and/or bully.
- We will put in place sanctions that are appropriate and which may include:
  - apology to the victim
  - loss of playtimes
  - loss of privileges
  - weekly reports
  - and as a last resort – lunchtime exclusion
  - internal exclusion
  - fixed term exclusion
  - permanent exclusion

### **Incidents outside the school's premises**

School is not directly responsible for bullying incidents off the school premises however we encourage our pupils not to suffer in silence and it's ok to tell and we support pupils and parents/carers by providing advice on a range of steps to be taken. Any incident and advice given will be recorded. The Education and Inspection Act 2006, gives head teachers the ability to discipline pupils for poor behaviour, outside of the school premises.

### **The role of governors**

The governing body support the SLT in all attempts to eliminate bullying from our school. The governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The governing body monitors incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governing body require the Headteacher to keep accurate records of all incidents of bullying and these are reviewed and signed off by the Chair of Governors. The Headteacher reports to governors the number of incidents of bullying that term.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **The role of parents/carers**

### **Information for parents**

- Watch for signs of distress in your child. There could be an unwillingness to come to school, unexplained illness or equipment that has gone missing
- Take an active interest in your child's friendships and how playtimes are spent

### **If you think your child is being bullied:**

- Calmly talk to your child about what has happened
- Reassure your child that telling you was the right thing to do. Tell them that there is nothing wrong with them.
- Make an appointment to see your child's teacher. Do not be deterred by your child asking you not to tell anyone. Early intervention is better than hoping things will sort themselves out.
- Explain in detail to the teacher what has happened. Be specific regarding who, what, where and when.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to recruit friends. A child who has friends is less likely to be bullied.
- Advise your child not to try to buy the bully off with sweets or other 'presents' and not to give in to demands for money.
- Stay in touch with school.

### **If you think your child is bullying other children:**

- Talk calmly to your child about what is happening, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using force or aggression to get what they want
- Show your child how to join in with other children without bullying
- Discuss with your child's teacher how you and the school can stop the bullying
- Regularly check with school how your child is behaving

Parents/carers who are concerned that their child might be being bullied, or who suspects that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers of a pupil found guilty of being a perpetrator of bullying will be contacted immediately and will be expected to support school in the consequences that follow.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Monitoring and Review**

All members of the Chaucer Primary team monitor this policy on a day-to-day basis. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **Further Sources of Information**

### **Department for Education resources:**

DfE Behaviour and Discipline in Schools Guidance:

*[tp://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline)*

Make Them Go Away (A video resource about bullying involving young children with disabilities)

Let's Fight it Together (A video resource about Cyber-bullying)

Lancashire Advice on Bullying

[http://www3.lancashire.gov.uk/corporate/atoz/a\\_to\\_z/service.asp?u\\_id=1673&tab=1](http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=1673&tab=1)

### **Legislative links:**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

### **Specialist organisations:**

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

**Cyber-bullying:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

**LGBT:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

**SEND:**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Date: September 2018

Signed: \_\_\_\_\_ (Head teacher)

Signed: \_\_\_\_\_ (Chair of governors)

Review date: September 2019