



Willow Wood Community Primary School Anti-Bullying Policy

Introduction

The implementation of this policy is the responsibility of all staff.

A What is Bullying?

Bullying is: "A complex, social behaviour found in all walks of life, encompassing a wilful, conscious desire to hurt, threaten or frighten the recipient repeatedly."

B Aims

- To create a happy school environment where children can feel physically and emotionally safe.
- To create an atmosphere where children can feel able to disclose bullying, be confident their disclosures will be taken seriously, and can rely on fair and appropriate action being taken.
- To positively encourage caring attitudes and discourage bullying.
- To promote co-operative behaviour and mutual respect amongst children and staff.
- To offer a framework of support for the victim and a programme of behaviour modification for the bully which will be drawn up alongside the child.
- To give assistance to parents who request advice, giving them appropriate support.

C Statement of Principle

Bullying is not tolerated at our school. Incidents of recognised bullying on school premises must always be acted upon according to the principles laid down in this policy and within the framework of the whole school behaviour policy. Where we are aware of incidents outside school we offer support to parents to find a resolution and/or signpost to relevant external agencies.

D Practice and Organisation

Everyone should be clear that bullying cannot be tolerated, and staff should be alert to signs of bullying. (see appendices)

Prevention approach

The school recognises that prevention is better than cure, and positive steps are taken through the overall ethos and environment of the school to promote good behaviour, as set out in the school's behaviour policy. The SEAL curriculum theme, Getting On and Falling Out in the autumn term includes an annual focus on anti-bullying through the 'Say No to Bullying' focus. School promotes the national anti-bullying week in November.

It is important to recognise the high-risk situations and places where bullying can take place. The children have identified the following as high risk:

- the playground area;
- lunch-time
- the toilets (from Anti-Bullying Survey).

The co-operation and support of lunch-time staff is vital, and a system of lunch-time rewards is in place for use by the mid-day supervisors.

Children are encouraged to recognise and value good behaviour by actively taking part in establishing classroom standards and class rules, which are displayed in each class. The school also has 5 golden rules.

The school ensures that, within the staffing resources, there is adequate supervision both inside and outside the school.

Procedure

If, on occasions, children do get involved in incidents, prompt and firm action should be taken following the procedure outlined below.

Should there be a reported incidence of bullying the following formal procedure should be employed:

- all complaints must be reported to the class teacher who should then inform the Headteacher/Deputy Headteacher if this is appropriate;
- the reported incident should be seriously investigated and if substantiated, appropriate action should be agreed with the children/people involved;
- a record of the incident should be noted through a serious incident log;
- the HT will make a record of the incident if appropriate eg it is linked to racist behaviour;
- parents to be involved if the incident is deemed to be either of a serious nature or is part of a pattern of behaviour;

Staff should also be aware of the following informal procedure, which will need to be employed:

- the teacher should meet with the pupils involved (including bystanders or colluders who joined in but did not initiate the bullying) to establish the details of the incident;
- the teacher should make a decision as to who is genuinely involved and initiate a discussion with that group about how the victim is feeling, encouraging the group to understand the hurt and pain involved;
- the teacher should not attribute blame taking care not to bully the bully, but should encourage the group to think of ways to improve the situation for the victims;
- the teacher should end the meeting by encouraging the group to agree appropriate future behaviour;
- a meeting should be arranged for the following week when each child involved will be seen individually to discuss progress. The teacher should continue to monitor the situation offering support to the victims;
- parents/carers should be involved at an early stage and kept informed of progress and outcomes.

Reviewed Spring 2017

To be reviewed Spring 2019

Appendix 1

The victim

Signs and symptoms:

child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware that these are possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- is unwilling to go to school;
- becomes withdrawn, or starts stammering;
- regularly has books or clothes damaged;
- becomes distressed, stops caring;
- cries easily;
- begins to do poorly in school work;
- becomes disruptive or aggressive;
- has possessions go 'missing' starts stealing money (to pay bully);
- is frightened to say what is wrong;
- wants to remain in the company of adults;
- bedwetting.

Reasons for being a victim:

- low self-esteem;
- non-assertive personality (timid);
- anxious, fearful children;
- 'loners' - those children with few friends;
- appearance difference;
- disability;
- race;
- sex. social group;
- new child in school;
- child with family crisis.

Appendix 2

The bully

Bullying occurs in adults and children from all backgrounds, cultures, races, sexes and all ages.

Recognising signs of bullying

Bullying can be physical, verbal or emotional and can be done by a single person or a gang.

Incidents of bullying can include:

- name calling;
- malicious gossip;
- damaging or stealing property;
- forcing children to act against their will;
- physical aggression e.g. punching, jostling, pinching, kicking;
- teasing.;
- intimidation;
- ostracising;
- damaging school work and equipment;
- racist or sexist remarks (see Equal Opportunities Policy)

General observations

- boys often bully younger children of both sexes;
- girls often use verbal abuse and ostracise from peer group;
- some victims are also bullies;
- some victims are treated as culprits;
- onlookers are condoning bullying and becoming part of bullying.

Reasons for being a bully may be:

- victim of violence;
- enjoyment of power/ creating fear;
- copying behaviour seen at home or on television.

Appendix 3

Advice to parents

Some advice you can give to your child if you know or suspect s/he is being bullied.

Tell your child the following:

1. You do not deserve to be bullied.
2. If you are different in some way (eg race, religion, hair colour, wears glasses, is plump, thin, tall or short) you should be proud of the difference: it is good to be an individual.
3. If you are bullied, tell an adult, teacher, dinner lady, the caretaker, the bus driver, the person in charge of the club. Most adults will be sympathetic and will try to protect the child. Most of all they can tell your parents and they **WILL DO SOMETHING ABOUT IT**. Do not fight back. Never be forced to fight a bully: they are cowards; they will probably get their friends involved and try to over power you.
4. If you are in danger from a bully or bullies, get away; give them any possessions they want. Find a trusted adult and tell them what happened and what was taken away from you. Do not delay telling - it is best if the bullies are 'caught red-handed'.
5. Get your friends together and say **NO** to the bully.
6. Stay with groups of people, even if they are not your friends. There is safety in numbers.
7. If possible, avoid being alone in places where bullying happens.
8. Walk quickly and confidently even if you do not feel that way inside. Practice!
9. Try being assertive - shout '**NO!**' loudly. Practice in front of the mirror.
10. Try not to show you are upset, however difficult this is.

Tell your child that adults, particularly those in school and parents are taking bullying very seriously and are prepared to do something about it. Tell your child that the bullies will be dealt with seriously and that it is much better to talk to an adult rather than suffer in silence. Keep your child informed of all the action you take to stop the bullying. **REMEMBER** a child who is being bullied may be feeling very low and may take his/her frustrations out on you or his/her brother or sisters.

Don't excuse bullying by saying:

- you must have done something to deserve it;
- go and hit him back - don't be a wimp;
- boys will be boys;
- it will sort itself out;
- it is part of growing up;

- got to take it like a man;
- must learn to look after yourself;
- don't tell tales.

www.anti-bullyingalliance.org.uk/www.direct.gov.uk

Appendix 4

Advice for children

1. If you are being bullied tell an adult - mum, dad, teacher, bus driver, mid-day assistant. Most adults will listen to you.
2. Stay with groups of people, even if they are not your friends. There is safety in numbers. You are much more vulnerable on your own.
3. If you are in danger from bullies, get away, don't try to fight. Find an adult you can tell.
4. If you have to walk through a taunting group talk to yourself inside your head. "I'm OK ... I'm good at drawing I like myself".
5. Walk quickly and confidently, stand up straight, hold your head up, make bullies think you are strong inside.

Signed:

S. Stretton (Chair of Governors)

Signed:

S. Tomlinson (Headteacher)

Date:

To be reviewed June 2018