

## HINCHLEY WOOD PRIMARY SCHOOL

### ANTI BULLYING POLICY



#### **Introduction**

In the context of the Behaviour Policy, there are specific issues related to anti-bullying. It is the fundamental right of every child to be free from fear, happy to come to school and confident to be in the playground and in class. Bullying is always taken seriously and it is recognised that adults can be bullies too.

Behaviour and safety is a strategic intent of the 2013-16 School Development plan. The development of strategies to support anti-bullying measures is a key part of that work.

Bullying is part of the PSHCE scheme of work and is discussed in class and in whole school assemblies. Staff and parents will be kept informed of up-dates in our policy and practice via the school newsletter and website. Specific events such as anti-bullying workshops and whole school surveys help to maintain the focus.

#### **What is Bullying?**

Bullying is the sustained use of aggression with the intention of hurting another person (physically, emotionally or mentally). Bullying results in pain and distress to the victim. By its nature bullying is likely to be secretive and covert, unlike disruptive behaviour.

**A useful acronym for understanding bullying is STOP: Several  
Times  
On  
Purpose**

**A useful acronym for challenging bullying is STOP: Start  
Telling  
Other  
People**

Bullying can be:

**Verbal:** name-calling, sarcasm, spreading rumours, teasing

**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

**Sexist:** unwanted physical contact, sexually abusive, homophobic or transphobic comments (homophobic comments relate to sexual orientation, or assumed sexual orientation and /or gender identity. Transphobic comments are specific to transgender issues.

**Damage to property or theft:** pupils may have their property damaged or stolen.

**Physical threats** may be used by the bully in order that the pupil hands over property to them.

**Cyber-bullying** (see below)

**Specific teasing** and name calling which relates to a special educational need (SEND - Special Educational Need and Disability)

**Relational bullying** (This can be silent treatment, excluding children, spreading rumours and taunting)

### **Cyber Bullying**

Adults should help children prepare for the hazards of using technology while promoting learning and social opportunities. There are different aspects of cyber bullying (bear in mind, that anyone, of any age, can cyber bully.

- People who cyber bully often attempt to remain anonymous.
- Children can be bullied 24 hours a day through various media channels (mobile phones, internet)
- Sometimes the bullying can be unintentional-if an email is sent to the wrong recipient or a text sent as a joke and misinterpreted.
- By embedding safe ICT practice into all our teaching and learning, incidents of cyber bullying can be prevented from happening in the first place (see e-safety policy for further information)

**Characteristics of a victim**

Victims may:

- Have low self-image
- Be oversensitive
- Lack a sense of humour
- Be slow to settle in
- Be jumpy and wary
- Believe that no-one likes them
- Find bullying reassuring
- React by crying or withdrawing
- Have an obvious difference
- Be unlikely to retaliate
- Be lonely and isolated

**Characteristics of a bully**

Bullies may:

- Feel insecure and inadequate
- Be bullied at home
- Be scapegoats
- Be under pressure to succeed
- Not be allowed to show feelings
- Feel they are different
- Aggressive towards others
- Want to be in charge
- Be physically strong
- Be manipulative
- Be used to being centre of attention

**If a child is being bullied the staff will:**

- Teachers investigating bullying behaviour will keep a written record of their discussions with those involved.
- Listen to what has been happening to the victim, seeking answers to questions of what, where, when, who and why.
- Speak to the child who is bullying either with the victim present or not, as appropriate.
- If a group is involved, each member will be interviewed individually and then the individuals met as a group. They will each be asked for their account of what happened so that everyone is clear what has been said.
- Identify a course of action to support the victim.
- Communicate this to his / her parents and agree a timescale for monitoring progress
- Ensure that all staff are aware of the situation (check the staffroom whiteboard, daily. This may direct you to the behaviour file in the staffroom, for further information).
- Monitor the situation both in and out of the classroom.
- Decide with the victim and Key Stage Co-ordinator whether it is appropriate to inform and involve the Deputy Head / Head Teacher

**We will teach children to:**

- Be proud of who they are.
- Say "no!" and seek help by -
- Talking to their friends,
- Talking to the adults around them &
- Talking at home about events in school

**If a child is the 'bully' the staff will:**

- Complete the 'Bullying Incident' form (located in the Head Teacher's office)
- Speak with the child about the incident(s) to ensure that the child recognises that their actions constitute bullying.
- Meet with the victim to negotiate a way forward.
- Agree a course of action to help the child modify his/her behaviour.
- Notify the parents of this action plan.
- Ensure that all staff are aware of the situation.
- Monitor the behaviour of the person who has been bullying.
- If the child's behaviour does not improve, the steps outlined in the Behaviour Policy will be followed.

**If a child is the bystander:**

**Take action!** Watching and not helping indicates you are taking sides with the bully and makes the victim feel more unhappy and alone.

**Tell an adult immediately.** Staff can deal with the bully without getting you into trouble.

**Never pretend to be friends with a bully.** This indicates to them that you support their actions.

**Role of parents:**

Parents and carers are often the first to recognize that a problem exists. Watch out for signs that your child is being bullied or is bullying others. Don't dismiss it. Contact the school immediately to raise your concerns.

We ask parents to:

- Look out for unusual behaviour- they may suddenly not wish to attend school, feel ill regularly, fail to complete work to their usual standard, become withdrawn or secretive.
- Take an active role in your child's education. Ask about their day, who they have spent time with, etc. However, do not allow this to become intrusive or an interrogation.
- Inform school immediately. Your concern will be taken seriously and the appropriate action taken.
- Do not approach a child, who has bullied your child, in the playground or involve an older child to deal with them. Inform the school.
- Advise your child not to fight back. It can make the situation worse.
- Ensure your child knows it is not their fault they are being bullied.
- Make sure your child is not afraid to ask the teacher for help.
- If you know your child is involved in bullying (as victim or perpetrator), please discuss the issues with them and inform the school. The matter will be dealt with sensitively.
- Discourage your child from using bullying behaviour at home or outside. Show them how to deal with situations without resorting to violence or aggression.

We will monitor and review our policy annually.

The school will also monitor incidents to identify any patterns of bullying and effects on pupil attendance, attainment and progress.

Governors will receive an annual report on the outcomes of this monitoring.