



'Valuing Learning, Learning to Value'

## Yorkley Primary School Anti-Bullying Policy

### Policy Status

Statutory

**Purpose - to inform staff, governors, parents and visitors of:**

- The definition of bullying.
- The procedures we follow in order to deal with any issues of bullying.

Any form bullying will not be tolerated and will be taken extremely seriously. It will be considered a serious breach of the school rules

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect the individual during childhood but can have a lasting effect on their lives into adulthood.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

**Bullying may take the following forms:**

- **Physical:** punching, kicking, hitting, pinching, threats, any form of violence.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional:** making faces; tormenting, threatening ridicule, spreading rumours, humiliation, exclusion from groups or activities.
- **Racial:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact, abusive comments, or homophobic taunts.
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Cyber:** all areas of internet, such as email and internet chat. Twitter, Facebook, Instagram misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, ipad, games consoles.

**Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism or sexual bullying, homophobia

However if two pupils of equal power or strength have an occasional fight, falling out or quarrel, this is not bullying.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Signs and Symptoms for Parents and Staff:**

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

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- starts to self-harm
- cries themselves to sleep at night or has nightmares
- feels ill in the morning repeatedly
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home or school

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Outcomes:**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (see Behaviour, Sanctions and Rewards Policy). Wherever possible, the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an ongoing lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

### **Prevention:**

At Yorkley Primary we use a variety of methods to support children in preventing and understanding the consequences of bullying through:

- PHSE lessons/assemblies using the Jigsaw programme
- Circle time
- School assemblies
- School Council
- Small social skills groups
- Awarding of House Points for good behaviour
- The implementation of whole school Rewards and Sanctions
- The Buddy System
- Pupil Voice
- Anti-bullying week and continued focus
- E-Safety day
- Worry box & Bennett the Monkey
- Nurture

### **All children are reminded to:**

- Tell an adult if they experience or witness ongoing abuse, of any kind.
- Report and discuss attitudes or actions which they find unacceptable or difficult.

All children and parents should feel confident that the issue or concern will be dealt with in a non-confrontational way and fairly. They are encouraged to talk to the class teacher if their child experiences any form of bullying.

### **The procedure for reporting and dealing with incidents of bullying is as follows:**

- The class teacher keeps a log of reported incidents (reported or witnessed). A pattern of behaviour or incidents is then logged.
- All staff note any incidents and report them to the class teacher who will record them. Any patterns of behaviour will also be referred to the Head Teacher (HT) by the class teacher concerned.
- In the case of racist bullying, this must be reported to the Head Teacher.
- Concerns felt by any member of staff or by pupils (including the victim) are reported to the class teacher and/or the HT.
- The victim and the perpetrator are spoken to on separate occasions by the class teacher or HT (as appropriate).
- The victim and the perpetrator may then be spoken to together to seek a way forward.
- If deemed serious in nature, the issue is then reported to the parents concerned. All adults and children involved will have contributed to the evidence.
- As a result, the children are monitored closely by all staff. Staff report any further concerns directly to the HT.
- If the incidents still continue then the perpetrator may be excluded from the playground and /or school and they may also have to participate in a support programme (e.g. social

skills/language group/anger management). They may be reintegrated onto the playground for small periods of time under very close supervision.

- In extreme circumstances the perpetrator will be given an internal lunch-time exclusion and a fixed-term exclusion may then be considered necessary.
- The victim is provided with a circle of friends to support and instil confidence. They may also be included in a self-esteem group if necessary.
- Parents are kept informed of any recurring incidents.

#### **Help Organisations:**

KIDSCAPE Parents helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

#### **Links with other policies:**

This policy should be read in conjunction with the following policies:

Safeguarding and Child Protection

Equal Opportunities

Exclusion policy

Health and Safety

Complaints

Managing Aggressive Behaviour from Parents and Visitors

Nurture

SEND

E-safety

Acceptable Users

Behaviour, Sanctions and Rewards

#### **Policy Evaluation and Review**

Compiled by: Mrs K. Burke & Miss L Williams

Agreed by Governors: January 2018

Date for review: January 2019