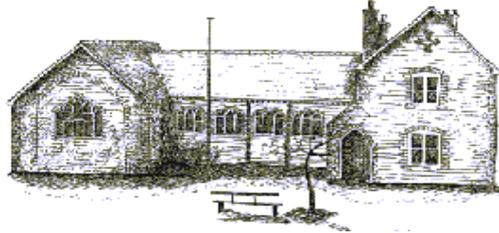


# Husbands Bosworth Church of England Primary School



## Anti-bullying Policy

Date Completed: January 2017  
Completed By: Alan Eathorne  
Review Date: January 2019

# Anti-bullying Policy

## Husbands Bosworth Primary School

Date: Jan 2017

Review Date: Jan 2019

Teacher responsible: Mr Eathorne

### **Statement of Principles**

1. Pupils should be educated in a school environment which promotes high standards of teaching and learning.
2. In order to achieve a good working environment, our school expects high standards of behaviour throughout the school day.
3. When pupils have problems they should feel confident to tell an adult and know that action will be taken.
4. All who meet and work on our school premises should feel secure.

### **The aim of this policy is: To Prevent Bullying**

Bullying is the planned desire to hurt, upset, threaten or frighten someone else **repeatedly**. It is not the occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do fall out and learning how to deal with these situations and develop social skills to repair relationships is an important part of a child's social development.

### **Recognising a "Cry for Help"**

Doing nothing is the worst reaction to being told about bullying; it causes the victims more pain, without resolving their problems, and may suggest tacit approval to the bully.

Children often give very few clues about being bullied. They may simply complain about being called names being picked on, or being left out. A sympathetic response is not always enough. Members of staff need to enquire whether this sort of thing has happened before, how often, and over what period. Skills of "active listening" need to be employed.

### **Bullying includes:**

1. Physical attacks.
2. Racial and sexual harassment.
3. Name calling, verbal abuse.
4. Extortion (taxing) of money and property.
5. Mental cruelty
  - a) not speaking to someone
  - b) isolating someone
6. Allowing bullies to do what they do (bystander apathy)
7. Spreading stories about someone.
8. Making people do things they don't want to do.
9. Cyber bullying ( i.e. texts, MSN, twitter, facebook, email etc)

**Obviously this list is not exhaustive and bullying may even be a mixture of several of the above categories.**

**Husbands Bosworth Primary School will not tolerate this type of behaviour under any circumstances.**

Bullying will always be investigated and acted upon for the following reasons:

1. To ensure the safety and happiness of all.
2. To help children to be at their best.
3. To create good examples for children to follow.
4. To prepare children for their future adult life.

### **Ways of tackling bullying**

1. Working with children on anti-bullying programmes of study, within the curriculum. Use SEAL, R Time and circle time consistently to ensure children are given adequate opportunities to discuss and manage feelings.
2. Working with parents to ensure that they are aware of our anti-bullying work and informed immediately about incidents involving their children.
3. Working with all members of staff in our school to ensure that all pupils are dealt with fairly and consistently.
4. The Headteacher, deputy headteacher and School Leadership team will actively support, teachers, parents and pupils to prevent school based bullying.
5. Governors will review regularly the policy's effectiveness.

### **IMPLICATIONS FOR PUPILS**

Pupils will be helped to understand about bullying and its effects. They will be helped to prevent bullying.

Children will be given training:

1. To develop self-esteem.
2. To become more socially skilled.
3. To deal with bullying - by feeling safe - to tell others about it - teachers, parents, friends.
4. To follow the procedures that enable them to tell, in confidence, a member of staff when they see bullying incidents.
5. To recognise the importance of showing care and understanding towards others and the importance of respecting others and their property.
6. To understand what constitutes bullying using STOP (several times on purpose)

### **IMPLICATIONS FOR PARENTS**

1. Parents should look out for early signs of bullying.
2. Parents should contact the school if they feel their child is being bullied.
3. Children should be discouraged by their parents from using bullying behaviour both in and out of school.
4. Parents should encourage their children to develop friendships. A wide circle of friends is best. It is often a lonely child who becomes the victim of bullying. It is also often the lonely child who can develop bullying tendencies.
5. Parents should make sure that they understand the full consequences for bullies

### **What we can do to combat bullying**

What members of staff can do to raise awareness:

- tell children from their first days at school that bullying – of any kind is not tolerated
- discuss bullying in class so that the children can talk about what it is and what can be done to stop it
- use drama or role-play about bullying as part of the curriculum
- read stories with a bullying theme
- get children to write stories about bullying - true or fictional
- use language work to explore feelings
- ensure that all pupils and parents know that the school cares about bullying and will take action
- ensure the pupils and parents know whom they can talk to (class teacher, Headteacher or Deputy Head)
- maintain an active anti-bullying policy
- Headteacher to report to Governors termly about reported incidents of bullying (reported from parents)

### **Recognising Bullies**

Bullies tend to:

- have over assertive and/or aggressive attitudes over which they have little control
- lack empathy; they cannot imagine what the victim feels
- lack guilt; they rationalise that the victim somehow “deserves” the bullying treatment

Bullying behaviour may be dismissed as bossiness, leadership or natural competition. Lack of action leaves the victim unsupported, and pupils who have witnessed the bully at work may then perceive this to be “acceptable behaviour”.

### **Recognising potential victims**

Victims may be pupils who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem (it is not clear whether this is a cause or effect of bullying)
- demonstrate “entertaining” reactions when bullied e.g. tantrums, loss of control
- are more anxious or nervous than other pupils

These are all possibilities not predictions of victimisation. The victim may simply be the child who is in the wrong place at the wrong time, and who reacts inappropriately.

Vulnerability isn't always visible to adults; teachers have to be alert to the behaviour of “ordinary” pupils as well as supporting those pupils evidently different from their peers. At Husbands Bosworth School, all staff teams regularly discuss all pupils and discuss those we consider to be potentially ‘vulnerable’.

### **Supporting the victim**

- discuss friendships, how playtimes are spent
- reassure victim that there is nothing wrong with him/her
- identify places where bullying takes place and when
- advise him/her to play where there are trusted people about
- should bullying reoccur, the victim should confide in a trusted adult as soon as possible
- break up group dynamics by assigning places to sit in class, extend friendship network

- raise self-esteem and assertiveness through activities designed to improve social skills
- counter feelings of inferiority and guilt
- advise parents how they may help their child

### **Supporting the bully**

Aim to enable the bully to understand the impact and consequences of their behaviour on others and for them to consider ways of improving their behaviour.

- challenge the behaviour not the person "I find your behaviour unacceptable because...."
- raise self-esteem through activities which do not depend on confrontational and aggressive ways
- devise ways of rewarding non-aggressive behaviour
- devise situations, through role-play, which require the bully to see things from the victim's position
- Maintain and reinforce messages consistently, in partnership with parents

Both bullies and victims are children with special needs who need help and protection.

### **Advice to Staff**

- watch for bullying incidents or potential for rough play which might get out of hand, especially whilst on duty
- identify potential bullying locations e.g. toilets, corridors, round corners of the building etc.
- actively review playground practice
- liaise with non-teaching staff, if appropriate
- report incidents of concern to the class teacher and/or Headteacher if the incident is serious, speak to parents of all concerned to eliminate it as fast as possible
- Where bullying is of a racist nature, tell the Headteacher who will report this to the Governors in the headteacher report termly.

### **Lunchtime Supervision**

All supervisory assistants will monitor children's behaviour. They will have clear instructions to report all incidents of bullying to Alan Eathorne or Ali Vickers who will either a) deal with the incident personally or b) record the incident on the appropriate form then report it to the class teacher who will take action to deal with the situation. c) report it to the Headteacher.

If the situation is very serious (resulting in physical injury or proven bullying) the Headteacher should be informed immediately as per the school's behaviour policy. An incident report sheet should be completed. Copies should be given to the Headteacher and the class teacher for the child's file.

### **Bullying outside the school premises**

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from

school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police.

### **Monitoring and Evaluating**

To be effective, the anti-bullying policy should be monitored and evaluated every 2 years, and amended when necessary.

Any incident should be followed up after a specified length of time. Class teachers should check their own records to see if there is a pattern of recurring victims, bullies or offences. The Headteacher will also monitor her own record sheet in the central log. Appropriate action will be taken according to the regularity and/or severity of the offences.

### **Policy Statement for School Prospectus**

Bullying is completely unacceptable and will not be tolerated. The school welcomes parents' help in dealing with bullying and has a written policy on bullying which is available to parents upon request.

### **Bullying by Adults**

Under no circumstances will bullying be tolerated by Adults, either adults bullying children or workplace bullying. If adults are concerned that another adult is bullying in any form then there are a range of procedures which they could use to highlight their concerns. The school has adopted a Whistle Blowing policy and any concerns such as these could form part of that policy. The Headteacher should be informed of any such cases and will take each case seriously and use the procedures available to him to tackle cases. The procedures available are agreed HR procedures and discipline procedures.

## **POSSIBLE SIGNS OF BULLYING**

### **OBSERVATION:**

Parents and Teachers are in ideal positions to be able to observe changes in a child's behaviour which may well indicate that they are subjected to bullying.

### **SO LOOK OUT FOR:**

- Items of clothing, property, school work, etc that are damaged or lost more often than you would consider to be normal.
- Frequent injuries to the child (bruises, cuts, etc).
- The child who becomes withdrawn and is reluctant to say why.
- Those who spend a lot of time in their bedroom, possibly crying, who find it difficult to sleep, wet the bed or have nightmares. Schools may be aware that the child always appears tired.
- Educational attainment being slowly or suddenly reduced.
- A reluctance to go to school. Parents may not even be aware of this as the child could be playing truant. It may only be noticed by the school through absenteeism showing up on the school attendance register.
- Requests to be accompanied going to and from school, or to go by a different route. If this is longer than the previous one, it could well indicate that bullying had been occurring along the previous route.
- The child who comes home hungry. This could be due to a bully demanding their "dinner" money. Schools may notice a child who always stayed for lunch no longer does so.
- Money in the house or school going missing.
- Depression in the child. Reluctance to eat or play normally. Youngster appears generally unhappy, miserable, moody and/or irritable.
- The child who threatens or attempts to commit suicide.

Taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the child is not happy and therefore, whatever the cause, it should be investigated.

(Taken from notes for teachers "Hands on Bullying" by Jeremy Hands.)

**Please also refer to our Promoting Positive Behaviour Policy**

## **STAFF PROCEDURE FOR DEALING WITH BULLYING**

1. Children must be **listened** to
2. When investigating a report of bullying
  - Remain calm
  - Take it seriously
  - Ensure that the victim is protected/supported and that the aggressor calms down
  - Interview the children separately
  - Ask to see any other children involved
  - Check the details from all appropriate parties
  - Take the appropriate disciplinary route

If the situation is resolved between the two parties – ask both if they are happy with what you have done

- e.g. requested an apology
  - Sanction of restricted play
  - Given praise to child/children for taking the correct action
3. Disciplinary route to follow for bullying incidents or problem behaviour
    - Report to child's class teacher
    - Class teacher to note all reports of bullying or problem behaviour in their class book and report problem on an incident form to the Headteacher
    - Class teacher to discuss with Headteacher if there is serious or persistent bullying
    - The person who witnesses or investigates the behaviour to complete bullying incident form (see attached sheet)
    - Headteacher to communicate with the parents of both parties if the incident is considered to be serious
    - Person who completes the Bullying Incident form to give a copy to the class teacher (who should place it in the child's record) and one copy to the Headteacher to keep in the Central File

## **Bullying – Guidelines for pupils**

### **If someone is bullying you –**

1. Be firm and clear  
Look them in the eye  
Tell them to stop
2. Get away from the incident as quickly as possible
3. Tell either your teacher, another adult or your friends straight away
4. Remember-STOP! - several times on purpose

### **After you have been bullied –**

1. Tell an adult in school that you trust
2. Tell someone in your family and ask them to tell school about it
3. Ask a friend to help you to tell
4. Make sure someone knows you need help
5. Remember it is not be your fault it is happening

### **When you are talking about bullying, be clear about -**

1. What has happened to you
2. How often it has happened
3. Who was involved
4. Who saw what was happening
5. Where it happened
6. What you have done about it already

**Husbands Bosworth C of E Primary School  
UNWANTED BEHAVIOUR  
INCIDENT REPORT FORM**



Name and class of child:		Date:
Names of other people involved:		
Where incident(s) took place:		Time:
<p>What happened? Please ask any witnesses or children involved to provide a summary of what happened and then record their words accurately.</p>		
<input type="checkbox"/> yellow – persistent classroom disruption <input type="checkbox"/> yellow – persistent minor rule breaking outside classroom <input type="checkbox"/> yellow - other	<input type="checkbox"/> orange – insolence <input type="checkbox"/> orange – defiance <input type="checkbox"/> orange – violence <input type="checkbox"/> orange – other <input type="checkbox"/> orange - abuse	<input type="checkbox"/> red - insolence <input type="checkbox"/> red - defiance <input type="checkbox"/> red - violence <input type="checkbox"/> red - abuse with an element of prejudice <input type="checkbox"/> red - repeated and / or targeted abuse <input type="checkbox"/> red - other

## Procedure to follow for colour coded unwanted behaviour

### Red

The child will be taken immediately to a member of the senior leadership team and will spend at least the remainder of the session (and possibly the rest of the day) with them. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the leader on duty. The child's class teacher will speak to the child's parents to discuss both the possibility of further sanctions and whether there is a need for a Home / School Behaviour Plan. Parents may also be required to attend a further meeting with the Head teacher.

### Orange

The child will miss break time or part of their lunchtime, in their classroom with a member of staff, when they will be required to help construct a plan to improve their behaviour.

The class teacher of the pupil will speak to the pupil's parents within 3 days of the incident. Part of this conversation could include the agreement of a Home / School Behaviour Plan.

### Yellow

When a teacher decides to speak to a parent about persistent disruption or rule breaking, a record of the child's behaviour should be kept for a week prior to the meeting. A summary of incidents should be written on to the front of this form before the discussion with parents. Part of the meeting should be spent devising a Home / School Behaviour Plan.

Further action, including summary of any plan to improve behaviour.

Signed:

Date:

How were parents informed?