

# **Great Orton Primary School**

## **Anti Bullying Policy**

**This policy was reviewed and updated by the Head / Governing Body.**

**It was agreed by the Head / Governing Body on:**

**Date: 21 May 2018**

**Head:**

**Chair of Governors:**

**Review Date: May 2020**

## **Safeguarding children with a specific focus on Anti Bullying Policy**

This Policy should be read in conjunction with other Safeguarding policies (*Positive behaviour policy, health and safety, racist abuse, harassment and discrimination, use of physical Intervention guidance, drugs policy, e-safety policy*)

### **Aims:**

- 1 Throughout the school create an ethos which ensures that bullying is seen as Unacceptable – a ZERO TOLERANCE environment.
- 2 Provide the children with skills and attitudes which help them recognise bullying in themselves and others and thus help prevent it.
- 3 Provide procedures for all those involved in the school community when instances of bullying arise.

### **A definition of bullying:**

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time.**

It can take many forms, but the main types are:

- 1 **Physical** (e.g. hitting, kicking, theft)
- 2 **Verbal** (e.g. name calling, racism, sexism, sarcasm, rumour mongering, teasing, homophobic remarks)
- 3 **Emotional** – indirectly (e.g. spreading rumours, excluding someone from social groups)
- 4 **Excluding** – deliberately excluding people from friendship groups with bad intent.
- 5 **Racist** – racial taunts, graffiti, gestures.
- 6 **Sexual** – unwanted physical contact, abusive comments.
- 7 **Electronic Bullying** – e.g. text messages, websites, photographs, social networking video and email.

### **Bullying or Bossiness**

A bully focuses on younger, smaller or timid children, whereas the bossy child will boss whoever is around at the time.

Most children grow out of their bossiness as they become more self-controlled.

By contrast the bully increasingly relies on threat or force.

### **Bullying or Boisterous Play?**

Play is a natural part of childhood which becomes bullying when it spoils other children's activities, when violence or hostility is shown.

## **Signs and Symptoms**

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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

**These signs and behaviours could indicate other problems**, but bullying should be considered a possibility and should be investigated.

### **Dealing with incidents:**

Where bullying is reported an accurate written record of events and facts will be kept in the interaction file (purple)

The school will interview all parties concerned, initially with a 'no blame' attitude using Restorative Practice questions (Appendix 1). The victim will always be listened to first.

Appropriate action will be taken when facts are established. The school acknowledges that a complex history of minor conflict can precede a report of bullying. Please ensure you check with all staff for any previous issues.

Pupils are always encouraged to tell a teacher or other adult if they feel they are being bullied. Bullying and conflict can often arise from 'play fighting' and jocular verbal abuse. Both these forms of behaviour are not allowed at this school.

Where there is clear evidence of bullying having taken place the school will employ a range of strategies to ensure that the victim is supported and protected in the future and that the bully fully understands the hurtful and damaging nature of their actions.

Punishments may be applied if appropriate, including fixed term and / or permanent exclusion in the most serious of cases.

Parents of victim and bully will be informed and the school will work with the families to ensure that bullying behaviour is not repeated.

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### **Promoting an anti-bullying ethos**

The school also promotes its anti-bullying policy through teacher and pupil-led assemblies, through its publicised behaviour policy, through schemes of work in PSHE throughout the school, and the school council, themed anti bullying weeks, e-safety lessons, working in partnership with other agencies and through the peer mentor system

### **Prevention**

To fulfill our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils.

For more details on the school's 'positive approach' programme please see the school's behaviour policy.

- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door policy in the school.

- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying.
- Paired learning and buddy systems.

### **Guidance for staff**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too.

- Discussions at length with the victim offering counselling as necessary. This will require patience and understanding. Remember – Listen, believe, act.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/ incident. Make it clear that bullying is not acceptable at Great Orton Primary School
- Separate discussions with parents of bully and victim.
- In certain circumstances we feel that sanctions are necessary. Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s).
- Continue monitoring the situation by phone calls home, observing playtimes/ lunchtimes and having discussions with victim and bully to ensure no repetition.
- Assemblies are held related to these measures and dissuading children from bullying.

## Appendix 1

### Restorative Practice Questions

#### **Restorative Questions** ***To respond to challenging behaviour:***

1. What happened?
2. What were you thinking about at the time ?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

#### ***To help those harmed by others' actions***

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?