Rothbury First School

Anti Bullying Policy

Statement Of Principle

In our school we seek to provide a safe, secure and positive environment where:
- children can achieve their full potential, making full use of the opportunities available to them
- children involved have the right to have themselves and their property treated with respect and to be free from intimidation.

We seek to protect these basic human rights by ensuring that those acting on their behalf:
- are proactive in setting up a range of preventative measures.
- actively listen to children and where appropriate their parents or carers.

Aims

Every child has the right to feel safe and happy at school. All staff are committed to fostering and maintaining an atmosphere of mutual respect for others, cooperation, and the knowledge that incidents of bullying are dealt with promptly and rigorously.

Definition and identification

Bullying is defined as the repeated and/or premeditated physical, verbal, or emotional aggressive behaviour or intimidation towards another person. (See Guidance Appendix for more details.)
The child friendly definition is STOP (several times on purpose)

Consultation process

Consultation with children to find out what bullying occurs, when, where and by whom. Bullying, and related themes such as exploring issues of difference and diversity, the use of role play and assertiveness training are planned into the curriculum in PSHE and worship themes thereby allowing clear opportunities for discussion and possible private follow up if required.

Strategies and Procedures for dealing with bullying

We have:
- a strong ethos which promotes tolerance and respect, including respect for difference and diversity
- a positive leadership on how to recognise and deal with bullying within the overall policy on attitudes and behaviour
- a planned approach to the issue of bullying, so that it is discussed openly and regularly in a context, which promotes self-esteem and confident relationships
- safe areas or quiet rooms for children at times when they feel particularly vulnerable
- whole school and mixed age groups for activities
- the involvement of children in procedures dealing with instances of bullying through circles of friends, peer mediation and other schemes.
- provision for follow up of those who are bullied and those who bully
- a commitment to the development of a multi agency approach that can help reduce bullying behaviour

When dealing with an incident of potential bullying:
- It will be dealt with promptly and reported to the **Named Person Responsible for Anti-bullying:** The Headteacher
- The child who has reported the incident of bullying will be moved immediately to a place of safety if appropriate;
- The incident will be investigated, and the action to be taken will be clearly stated;
- The incident will be recorded along with the subsequent action taken;
- A guarantee of confidentiality within clear boundaries will be defined;
- Parents and other organisations will be involved, when appropriate;
- Actions taken will be monitored and evaluated- this may include a confidential survey;
- Particular issues of frequency and severity will be taken into account when deciding whether or not a particular case of bullying should be reported within the Child Protection procedures.

Preventative Work

Our school is small and promotes a very supportive atmosphere in which children can be heard clearly. Apart from curriculum activities, staff are vigilant in watching for possible bullying and receive guidance and training when necessary. The environment is always well supervised.

The focus on anti bullying initiatives may include:
- Review of the Behaviour Policy to include the Rothbury Promises based on mutual respect;
- Y4 playleaders to organise interactive playtime games which include all year groups;
- Nurture/Friendship groups to help improve strategies for making friends and raising self esteem;
- Enhancing the existing PSHE curriculum using materials from Go-Givers;
- SEAL (Social and Emotional Aspects of Learning) Assemblies;
- Circle time in classes to discuss issues or concerns;
- Anti bullying workshops by DaveBeSafe and Show Racism The Red Card;
- Activities during anti bullying week (November);
- Anti bullying posters and national competitions;
- Worry boxes in Y1-Y4.

These initiatives will be rolled out on an annual basis as time/funds allow.

Sanctions

When bullying has been proven the perpetrator/s will receive a suitable consequence in accordance with the Rothbury First School Positive Behaviour Management Policy. The consequence will be decided by the Headteacher and the Class Teacher taking into account the individual/s concerned. The perpetrator's parents/carers will be informed of the action taken.

Draft Policy reviewed by Governors:	**19 June 2015**
Policy Issued:	**July 2015**
Date of next review:	**June 2017**

<u>**Appendix: Anti Bullying Guidance**</u>

The Nature of Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress. Bullying should always be taken seriously. All bullying is unacceptable. Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has seven elements:-
1. an initial desire to hurt
2. the desire is expressed in action
3. someone is hurt either physically or emotionally
4. there is an imbalance of power
5. it is without justification
6. it is typically repeated
7. there is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms
1. Physical bullying - hitting, kicking, damaging belongings
2. Verbal bullying - name calling, insulting, making offensive remarks
3. Indirect bullying - spreading nasty stories, exclusion from social groups, tormenting, hiding or taking toys/books.

Name calling is the most common direct form. This may be because of individual characteristics. However, pupils can be called names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability. The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones, including camera phones to harass or transmit derogatory text messages and or photographs must also be viewed as bullying. (Children's phones are not allowed in school)

Bullying is always significant to the person being bullied.

Bullying by race, gender, sexual orientation or disability

1. Racist Bullying
Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person"

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group.
Incidents can include:
- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school or organisation's premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

2. Sexual Bullying
Sexual bullying is characterised by the following:
- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would be involved as these are criminal offences.

3. Sexual Orientation
Pupils do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough. (In a survey 82% of teachers in 300 secondary schools in London were aware of verbal incidents. Only 6% of these schools referred to this type of bullying within their policy).
Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval. For further information and guidance consult the DfES publication on homophobic bullying "Stand Up for Us".

4. Disabilities
Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Recognising Bullying
Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way.

Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has

shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others.

Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:
- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:
- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.
Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.