



Silverhill Primary School  
Policy for Anti Bullying

Safeguarding

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The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

### Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber bullying or messages on the internet), and is often motivated by prejudice against particular groups".  
(DfE March 2014)

Bullying can be direct or indirect and includes:

**Verbal bullying** - name-calling, taunting, mocking, making offensive comments and teasing.

**Physical bullying** - kicking, hitting, punching, pushing and pinching.

**Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.

**Cyber bullying** - offensive text messaging and e-mailing and sending degrading images by phone or the internet.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation

- gender
- home circumstance including looked-after-children and young carers.

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive text messages or e-mails, comments on social networking sites
- being forced to hand over money or possessions
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- Having rumours spread about the child

### **Specific Examples of Bullying**

**Racist bullying** - an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

**Sexual bullying** - this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

**Sexual orientation** - this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

**SEN or disability** - These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

**Cyber bullying** - offensive text messaging and e-mailing and sending degrading images by phone or using the internet and social messaging sites e.g. Facebook, Bebo, MSN spreading hurtful and untrue rumours or making offensive comments.

## **Inclusion**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality - REGARDS. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in this process.

### **School Statement of Intent (with regard to its position on bullying)**

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

### **Aims of the Policy**

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.

- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.

### **Objectives**

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child.
- To equip all staff with the skills necessary to deal with bullying incidents effectively and promptly.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, recording, reporting and monitoring and if necessary referring, bullying incidents.
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, parents meetings and Healthy Schools Roadshows.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

### **Specific School Targets**

#### **Linked to recording and reporting of incidents**

- To ensure all governors, parents, pupils, teaching and non-teaching staff understand the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the LA as appropriate ( in the staff room)
- To ensure all incidents of bullying are recorded (in the staff room).
- To ensure every pupil receives regular Circle Time/PSHE opportunities.
- To ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the Governing Board.
- Ensure that everyone including the pupils know they have a responsibility to report incidents of bullying or to share their concerns with a member of the school community.

#### **Code of Conduct (with regard to school behaviour and relationships within the school community)**

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

Please refer to the Behaviour Policy

### **Equal Opportunities**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

(The school may, in its recording of bullying incidents, find it helpful to distinguish between types of bullying, and the gender and ethnicity of victims and perpetrators.)

### **Procedures and Dealing with Incidents - A Whole School Approach**

#### **Guidance for Pupils who Experience Bullying**

If you are being bullied

- Remember it's not your fault
- Try to stay calm and look as confident as you can.
- Be firm and clear - look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- All bullying is wrong and you **MUST NOT** stay silent about it.
- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.

- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages, e-mail or on internet social networking sites,

- Don't retaliate or reply
- Save the evidence do not delete anything
- Tell a friend, parent or teacher you trust.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

### **Guidance for parents**

#### **If your child has been bullied:**

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

#### **When talking with teachers about bullying:**

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

#### **If you are not satisfied:**

- Check with the school anti-bullying policy to see if agreed procedures are being followed.

- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Local Authority for further support.

**If your child is displaying bullying behaviour:**

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

**If your child is experiencing any form of electronic bullying:**

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- if the bullying involves a pupil from school contact the school to report this
- contact the service provider to report the incidents
- if the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Refer to E-Safety Policy

**Guidance for adults experiencing bullying**

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- seek advice and information from your union
- share your concerns with a trusted colleague
- make a record of all incidents and date them
- if you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body.

**Sanctions**

The School has set procedures to follow in implementing sanctions where a bullying incident has occurred. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Section 17, states:

"In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)....the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil."

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

### **Strategies to Reduce Bullying**

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Anti-bullying box.
- Midday supervisor and Staff training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.
- Self esteem workshops.
- Anti-bullying week
- Learning Mentor
- Promoting partnerships with NSPCC and Childline

### **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

For further information please refer to the schools Safeguarding policy

### **Monitoring Arrangements**

This policy will be evaluated and updated where necessary bi- annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.