

BROMPTON WESTBROOK PRIMARY SCHOOL

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POLICY DOCUMENT: ANTI-BULLYING

Rationale

This school has developed a 'Fair Charter' and a 'Home School Agreement'. These documents outline everyone's rights and responsibilities in the school community. Schools are also legally required to adopt an Anti-Bullying Policy. This policy complies with the Human Rights Act 1998 and is based on 'Bullying. Don't Suffer in Silence' issued by the DfES and The Medway Council Anti-Bullying and Harassment policy. A working party of staff, parents and governors drafted this document after issuing a bullying questionnaire to all pupils. The results are reflected in this policy which is updated according to the findings of the annual anti-bullying survey.

This school has high pupil mobility when compared with schools both locally and nationally. We therefore have to work harder at promoting good relationships through social education. Friendships are sometimes short-term and pupils can find themselves temporarily without a friend. This can make them vulnerable to bullying.

Research shows that bullying is common in all schools, taking place mainly in the playground at the primary phase. Physical bullying is more likely at the younger age. We cannot guarantee that bullying will never take place but we can act responsibly by working to reduce the number of incidents and responding quickly and appropriately when it does. There is one key responsibility on parents and children that will have a significant impact on reducing the number of incidents:

'be a telling school'

Aims

- To ensure that everyone knows that all forms of bullying are unacceptable
- For pupils to feel safe
- To ensure that pupils feel supported and confident to tell
- Deal with bullying promptly, sensitively, consistently and effectively
- Prevent and/or reduce pupil stress so that they can do their best
- Help bullies to stop bullying
- Train children to be assertive

Definitions

The DfES guidance defines bullying as actions or words that are hurtful, repeated often over time and difficult for the victim to defend him/herself against. They categorise bullying as follows:

- Direct - Physical, verbal (including name calling)
- Indirect - Exclusion from groups or spreading rumours
- Racist - "...any incident which is perceived to be racist by the victim or any other person." *MacPherson Report 1999*. This includes wearing racist insignia, distributing leaflets, graffiti, refusing to co-operate with children of different race.
- Sexual - Comments, innuendoes, touching, inappropriate materials

Our School definitions, below, have been written so that children can easily understand and remember them.

Bullying is:

- ❑ When someone hurts, frightens or upsets someone else on purpose
- ❑ When someone knows that someone is being hurt, frightened or upset by someone and they do not tell

Types of Bullying

Type	Examples
Hurting others or their property	Biting, punching, hitting, kicking, damaging property, hiding property, stealing
Frightening others	Threatening, ganging up, chasing, picking on, taking power by age
Upsetting others	Name calling, teasing, spreading rumours, writing notes, leaving people out, gesturing, giving looks
Silence	Not telling what you know
Cyber	Using modern technology for hurting, threatening, spreading rumours, picking on, leaving out
Discriminatory (eg Racist, Homophobic, Sexist)	Name calling, rude remarks, cruel 'joking'

Who Bullies / is Bullied?

The DfES guidance gives examples of those likely to be bullied and those likely to bully others. Everyone has the potential for both. Because of this, as part of our monitoring process, we carry out regular personal assessments to help identify problems. Children at risk of being bullied are more likely to fall into one of the categories below:

- ❑ Do not have close friends, are shy or over protected by their family
- ❑ Are from a different race or ethnic group
- ❑ Are different in an obvious respect e.g. stammering, disability
- ❑ Behave inappropriately e.g. being a nuisance
- ❑ Possess expensive accessories

Signs and Symptoms

Victims may display symptoms such as:

- ❑ frequent absence
- ❑ anxiety and a bad temper
- ❑ loneliness or isolation
- ❑ tearfulness
- ❑ low self-esteem
- ❑ poor or inconsistent achievement
- ❑ health related symptoms such as fainting, vomiting, limb pains, hyperventilating, head/stomach aches, bedwetting, sleeplessness, and depression

Procedures and Strategies - Staff

Staff will deal with incidents according to the needs of both the victim and the bully and in the context of the situation whilst consistently maintaining the policy aims. Staff will follow six key principles:

- ❑ Always respond to suspected bullying

- ❑ Never make premature assumptions - listen carefully to all accounts
- ❑ Adopt a problem solving approach
- ❑ Follow up, to check that the bullying has not resumed
- ❑ Keep parents informed
- ❑ Make a written record of the incident

Usually, staff will meet with victims, their friends and the bullies to solve the problem.

- ❑ Define the problem
- ❑ Identify key issues
- ❑ Consider options
- ❑ Negotiate a plan
- ❑ Agree follow up

Possible short-term solutions include:

- ❑ Finding a buddy for the victim and/or bully
- ❑ Setting ground rules which an adult can monitor
- ❑ Setting up a support / problem solving group to meet regularly
- ❑ Working with victims to stop them from contributing to the bullying by e.g. irritating others
- ❑ Encouraging victims to tell
- ❑ Involve the pastoral team

Possible long-term solutions

- ❑ Follow the behaviour policy guidelines
- ❑ Liaise with Inclusion Leader and outside agencies,
- ❑ Leadership team support and/or staff training

Procedures and Strategies – School

We will continue to use and further develop strategies to prevent bullying such as :

- ❑ Careful induction of new pupils
- ❑ Buddying for new pupils
- ❑ Regular Anti- Bullying focus in assemblies and assembly file dedicated to this
- ❑ Playground buddies to encourage structured play activities
- ❑ Friendship stop
- ❑ Bullying questionnaires
- ❑ Personal assessments
- ❑ Awareness raising and social training in personal education lessons
- ❑ School council
- ❑ Circle time and SEAL work
- ❑ Support from a pastoral team member
- ❑ Providing playground games
- ❑ Obtain and distribute Anti-Bullying Alliance leaflets
- ❑ Develop a parent education programme which includes anti-bullying information
- ❑ Participate in national ‘Anti-Bullying week’
- ❑ Participate in UNICEF’s Rights respecting Schools Award to teach about the Rights of the Child

Pupils who bully often will be considered to have Additional Educational Needs and have pastoral targets to help improve their behaviour. They may also have a Personal Education Plan or a Pastoral Support Programme to encourage inclusion.

Procedures and Strategies - Pupils

If children **witness bullying** they should do one or more of the following:

- ❑ Tell an adult
- ❑ Stay with the victim
- ❑ Step in and say 'no!'
- ❑ Comfort the victim
- ❑ Listen to their concerns
- ❑ Ask them to join their game
- ❑ Don't join in the bullying

If children **are being bullied** or at risk they should do one or more of the following:

- ❑ Walk away and ignore
- ❑ Say 'no!'
- ❑ Tell a trusted adult
- ❑ Find a listening ear
- ❑ Try not to show they are upset
- ❑ Don't fight back
- ❑ If the bully wants a personal item, give it to them, then tell an adult
- ❑ Avoid being alone
- ❑ Go to a playground buddy
- ❑ Don't suffer in silence!
- ❑ Don't let it go on!
- ❑ Prevent it happening again by seeking support and "telling"

Curriculum Support

The Anti-Bullying Policy will be reinforced mainly through Literacy, Religious Education, Personal Education, Collective Worship, posters, circle time and School Council.

The curriculum work will:

- ❑ Raise awareness of bullying
- ❑ Encourage children to understand victims and how they feel
- ❑ Improve the way pupils manage their relationships
- ❑ Encourage pupils to consider the views of others and be more tolerant
- ❑ Promote trust, develop teamwork strategies and encourage sharing
- ❑ Develop children's ability to work together in managing conflict
- ❑ Encourage pupils to express their feelings and listen to each other
- ❑ Develop children's understanding of human rights

Monitoring

This will be done by the following means:

- ❑ Circle time discussion in class and School Council meetings
- ❑ Questionnaires and personal assessments
- ❑ Policy review - biannual
- ❑ Governors Meetings
- ❑ Records of incidents
- ❑ Leadership scrutiny of pupil behaviour records

Other Relevant Policies

- ❑ Pupil Behaviour
- ❑ Equal Opportunities
- ❑ Additional Educational Needs
- ❑ Spiritual, Moral, Social, Cultural Education
- ❑ Collective Worship

- ❑ Recreation
- ❑ Race Equality Policy
- ❑ Home/School Agreement
- ❑ Fair Charter

References

- ❑ Bullying. Don't Suffer in Silence – Anti-bullying pack for schools DfES
- ❑ Medway Council - Anti-Bullying & Harassment Policy
- ❑ Anti-Bullying Alliance materials
- ❑ Medway Children's Trust Anti-Bullying Strategy 2012 – 2014

Review date : 22.04.13