



**Twydall**  
Primary School

# **ANTI BULLYING POLICY**

**Inception Date:** May 2016

**Date ratified:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Review Date:** April, 2016



# ANTI-BULLYING POLICY

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Introductory Statement

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

At our school, no bullying behaviour will be accepted by any member of the school community.

We must all, staff, parents and children, work to eliminate any form of bullying.

## What is bullying?

**'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'**

*(Preventing and Tackling Bullying, Advice for HeadTeachers, Staff and Governing Bodies, DfE, 2011, p. 4)*



### Why is it important to respond to Bullying?

Bullying hurts.

No one deserves to be a victim of bullying.

Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### Investigating Recording bullying

All incidents of suspected bullying or reported bullying should be investigated and logged using the bullying log.

- Once an incident of bullying is reported or suspected, a member of SLT or a teacher should investigate
- A teacher or a member of SLT should open a case on the bullying log (see staff drive – inclusion and behaviour – bullying).
- The teacher or member of SLT should then investigate the case by speaking with:
  - 1) Suspected victim
  - 2) Other children
  - 3) Adults
  - 4) Suspected bully*(make note of dates, times places of incidents)*
- Implement a monitoring form for the victim (see Staff drive – inclusion and behaviour – bullying)
- Using the evidence gathered record outcome of investigation on the bullying log and give evidence of investigation to the deputy Headteacher to file in the behaviour folder.

Once investigated, if the investigation finds that it is not an incident of bullying but an incident of getting on and falling out, in accordance with our adopted definition of bullying, '**Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally,**' the following should occur:

- Inform parents of all children involved
- Apply consequences in line with the behaviour policy
- Continue using a monitoring form for children involved until satisfied bullying is not occurring or surfacing
- Complete bullying log without outcomes and actions



## Confirmed bullying

In accordance with our adopted definition of bullying, '**Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally,**' if the investigation finds that it is an incident of bullying the following should occur:

- Inform parents of victim and bully

For the bully:

- Apply consequences
- Remove privileges (e.g remove from playground for fixed period)
- Enrol bully on social inclusion program (see family support worker and SENCO)
- Monitor
- Complete Bullying log with outcomes and actions

For the victim:

- Victim to have a monitoring form in place
- Alert staff to monitor victim at playtimes, lesson times and around the school and report any incidents to the lead investigator
- If appropriate enrol on a social inclusion program

## School Ethos/ Prevention

There will be ways in which the school can develop an understanding of bullying by raising awareness in a variety of ways.

- Publish the school's views on bullying
- Establish and follow the school policy
- Make use of the curriculum:-
  - > Collective worship
  - > PSHCE lessons or Circle Time
  - > Visiting Drama groups
  - > Take part in national anti-bullying weeks/ workshops/assemblies



We will use agreed methods of helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Having discussions about bullying and why it matters.

### **Policy statement on Equality and Community Cohesion**

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity(they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

*Equality act 2010)*

### **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.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.



- Comes home with clothes torn or books damaged.
- Had possessions which are damaged or “go missing”
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.

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

### Context of Bullying

Bullying may happen daily or infrequently. It may be in school or out of school. It may be quite subtle and more difficult to deal with.

A bully gets pleasure from others pain and distress; usually focussing on the young and timid.

Bullying must be identified and dealt with. This requires us understanding types of bullying, reasons for bullying; where bullying takes place and how it affects those bullied.

Bullying can be:

<b>Emotional</b>	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
<b>Physical</b>	pushing, kicking, hitting, punching or any use of violence.
<b>Racist</b>	racial taunts, graffiti, gestures.
<b>Sexual</b>	unwanted physical contact or sexually abusive comments.
<b>Homophobic</b>	because of, or focusing on the issue of sexuality.
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing.
<b>Cyber</b>	All areas of internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.



**HELP ORGANISATIONS:**

Advisory Centre for Education (ACE): 020 7354 8321

Children's Legal Centre: 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204

Parentline Plus: 0808 800 2222

Visit the KIDSCAPE website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.



### Investigating and Recording Bullying Flow chart

All incidents of bullying need to be investigated.

All investigations and outcomes need to be recorded on the bullying log.

The flow chart below is a guide for teachers, SLT, CLT governors and parents to use, to ensure that:

- Bullying is investigated fully
- Investigations are recorded correctly
- Robust outcomes address the issues for the victim as well as the bully to eradicate future incidents
- Monitoring ensures no repetition

**'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'**

