



STOKES WOOD PRIMARY SCHOOL

Anti-Bullying Policy

(to be read in conjunction with the Behaviour and Cyber-Bullying Policy)

Stokes Wood Primary School has written this policy in line with the Leicester City ‘Roar like a Lion’ Anti-bullying Strategy:

<http://schools.leicester.gov.uk/home/access-and-inclusion/psychology-service/anti-bullying/roar-like-a-lion/>

and the DfE advice on Preventing and Tackling Bullying:

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

Stokes Wood Primary School states that **bullying behaviour** in whatever form will not be tolerated. We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. All people are equal. The school makes no discrimination or differentiation on the grounds of race, colour or ethnic background and shall treat every person with equality and esteem and the respect and dignity due to them. We are all mutually responsible for the well-being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying behaviour is to bring it out in the open. **Everyone has the right to come to school without the fear of being bullied.**

What is Bullying?

Bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain and distress to the victim. There are many definitions of bullying, but most consider it to be (The Children’s Act 2004):

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves

It is also worth mentioning:

- Bullying hurts
- Bullying frightens
- Bullying threatens
- Bullying is not a one off

The Leicester City LA definition of bullying is “A physical, psychological or verbal attack against an individual or group of individuals by a person, or group of persons, causing physical or psychological harm to the victim.”

STOP: Several Times On Purpose

ALL Staff, governors, pupils and parents have an understanding of bullying and clear procedures for reporting bullying are understood and followed. Incidents of bullying are always dealt with.

The school is proactive in respect of unacceptable conduct which occurs outside the school that is connected to the school, including issues that occur on the way to and from school and outside school hours. Issues involving texting, emailing and social networking sites are also dealt with in the same way.

Types of Bullying

- **Physical:** Pushing, kicking, hitting, punching or any use of violence.
- **Verbal:** Threatening, name-calling, sarcasm, spreading rumours, teasing.
- **Emotional:** Ignoring or excluding from groups, tormenting (e.g. hiding books, Threatening gestures), being unfriendly.
- **Racist:** Racial taunts, graffiti, gestures.
- **Sexist:** Sexist remarks, offensive stereotyping or belittling of a person's sex.
- **Sexual:** Unwanted physical contact or abusive comments.
- **Disability:** Physical, verbal, emotional abuse of a person because of their disability.
- **Cyber bullying:** Mobile, internet and wireless technologies used to taunt or abuse others.
- **Homophobic:** Offensive remarks made to and about individuals' sexual orientation.
- **Religious:** Offensive remarks made about an individual's faith or religion

How do you know if a child is a victim of bullying

The person might behave in an uncharacteristic manner. The victim might be unusually absent or late or might not want to join in with games and activities. Their schoolwork might suffer and personal possessions might go missing.

How do you know if an adult/member of staff is a victim of bullying?

The person may have a sudden change of behaviour. The victim may be absent from work more frequently. Their work may suffer, they may seem withdrawn and unhappy.

How can we recognise bullying behaviour?

A persons showing bullying behaviour may like to have power over others. They may be loud and bossy but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare/intimidate people whether they are children or adults. Often they are, or feel insecure, so try to persuade others to join in with them. They often spread upsetting rumours about people.

Don't Suffer in Silence

Your silence is their greatest protection:

- **Start**
- **Telling**
- **Other**
- **People**
- **Tell** someone you can trust – Parent, grandparent, school buddy, teacher, friend, brother, sister.
- **Try** not to show the bully you are upset.
- **Stay** in a group and avoid areas where bullying can take place.
- **Be** assertive without being aggressive (Practise this).

If you are worried about telling someone that you feel you are being bullied, or any other concern you have use your classroom system (either box or post-it board) to let your teacher know, or tell your class representative on the School Council or a school buddy.

Helping Hand

5 people to tell:

- Our friend
- Our teacher
- Adults at school
- Adults we know
- Parent(s) or carer(s)

The alleged perpetrator(s) will be talked to. In serious cases parents will be told and will be asked to come into a meeting to discuss the problems. If necessary and appropriate, police will be consulted. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. An attempt will be made to help the perpetrator/s change their behaviour.

What to do if you are a victim of bullying (Staff/Adult)

Follow the agreed staff protocol and procedures in the Staff Induction Policy. See terms and conditions of employment. Seek union advice.

- **S**tart
 - **T**elling
 - **O**ther
 - **P**eople
-
- Tell someone you can trust – family member, colleague, line manager, Headteacher, governor.
 - Try not to appear upset.
 - Avoid situations where the bullying can take place; always take a witness.
 - Be assertive without being aggressive.

What to do if you suspect a child or adult of being a victim of bullying

Stokes Wood advises you to:

1. Tell an adult – parent/member of staff, remember: **SILENCE IS THE PERPATRATOR’S GREATEST PROTECTION**. You are not telling tales. In the case of a member of staff/adult being bullied, inform Headteacher, line manager or governor.
2. If possible take action. Show your disapproval. Take responsibility – be a good friend/colleague.
3. Don’t stand by – this will be interpreted as support for the bully.

What to do if you suspect your child of being a victim of bullying

A child may indicate by signs or behaviour that he or she is a victim of bullying.

The child may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Be feigning an illness
- Be unwilling to go into school/classroom (clings to you)
- Begin doing poorly in their school work
- Come home regularly with clothes or books damaged or spoilt
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares and even call out ‘leave me alone’
- Have unexplained bruises and/or scratches
- Have their possessions go ‘missing’
- Ask for money or begin stealing money
- Refuse to say what’s wrong
- Give improbable excuses to explain any of the above

If you think that your child is a victim of bullying, reassure them of your support and contact your child’s class teacher or the Headteacher at school straightaway by phone, note or in person.

If your child will talk to you about the bullying write the information down and try to include details such as the name of the alleged perpetrators, any witnesses, and the time and place of each and every incident and pass this on to your child’s teacher or the Headteacher. We will then be able to gain a clearer picture by talking to everyone involved as soon as possible after the incident.

- Don’t encourage your child to hit back, as he or she may lay themselves open to counter accusations if they do.

- Boost your child's morale. Help him or her to realise that it is not he or she but the perpetrator who should feel ashamed.
- Inform the class teacher of any circumstances at home that may affect your child's behaviour.

What to do if you suspect your child to be the perpetrator of bullying

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

1. Remain calm. Talk things over and try to discover why they are bullying others. He/she, like the victim, needs help and support.
2. Share your concern with the school and **ASK FOR HELP.**
3. Help your child to accept responsibility for his/her actions.
4. Be aware of the signs of repeat behaviour in the future.

What Stokes Wood Primary School is doing to counteract bullying

- Each year group is represented by members on the School Council. Class issues are brought to the council meetings.
- Every September, classes write their own class rules and display them in the classroom.
- Class teachers make children aware of the above on a regular basis as part of the everyday curriculum, PSHE lessons and through units of work in the Cambridge scheme which is taught in all classes.
- Class teachers address the importance of friendship in PSHE particularly with regard to the development of the emotional and social competence of pupils. The process includes how to make friends and how to cope with friendship breakdowns and reinforce the importance of class identity.
- During Anti-bullying Week, and at other times, the School Council or class groups perform songs, raps, role plays etc for the whole school dealing with a wide range of issues on the subject of bullying.
- Weekly assemblies reinforce how pupils can improve their relationships with others.
- Resources are available from the Cambridge Scheme, No Outsiders project and other sources. Information, including the telephone numbers of CHILDLINE, is displayed on community notice boards.

Stokes Wood Primary School also:

- Promote Anti-Bullying Week
- Have whole school assemblies around the theme of bullying and No Outsiders
- Have whole school staff training around the issue of bullying (and how to identify it)
- Peer support/buddies at break and lunchtime
- No Outsiders sessions

Role of Playground Activities and Lunchtime Supervisors

Whenever possible, unless the weather is very unsuitable, a variety of playground equipment is available for children to keep them active and valuably occupied to prevent opportunities for bullying to occur. Lunchtime Supervisors are encouraged to be vigilant and to react sensibly to any possible bullying situations and issues (See the Happy Lunchtimes Policy).

What all staff are doing at school to prevent bullying behaviour from occurring

- The staff show that everyone is equal by word and example.
- The school has established a Key Stage 1 and Key Stage 2 School Council with representatives from each year group. Problems, issues and concerns of the pupils are discussed openly and, wherever possible, solutions are found.
- All complaints are investigated and if found necessary parents of victims and perpetrators are contacted immediately by telephone and if necessary by letter to officially record the incident and meeting. Sometimes it may be necessary to arrange a meeting with both sets of parents to discuss the issues. Children are taught strategies of how to deal with bullying through their work in the Cambridge Scheme and No Outsiders projects.
- Bullying is an open subject, it is discussed at assemblies and in class and children are encouraged to discuss any problems.
- Children are encouraged to accept responsibility for their actions. Children are told that hurting people, whether physically or emotionally, is wrong.
- Each child is encouraged to recognise his/her own self-worth through play, writing and discussion (e.g. circle time).
- Emphasis is placed on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions.
- Every effort is being made to develop a positive attitude, confidence and self-esteem in all the children whereby tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
- Openness and honesty about fears and feelings is encouraged so that opportunities arise for identifying bullying e.g. writing stories, games, discussions and role play.

**PLEASE REMEMBER STOKES WOOD IS A LISTENING SCHOOL,
COME AND TELL US IF THERE IS A PROBLEM**

Start Telling Other People - STOP

Stokes Wood Primary School:

- Takes all bullying problems seriously.
- Investigates all incidents thoroughly.
- Keeps a computer record of the incident, investigation and outcome (recorded on CPOMS).
- Informs parents of both perpetrator and victim if the incident is found to be one of bullying.
- Provides support for both victim and perpetrator.

Procedures for teachers

1. Record all reported incidents on CPOMS.
2. Talk to the children involved.
3. If the incident is serious or is part of a series of similar incidents, the Headteacher or Assistant Head Teacher will contact parents or if necessary and if appropriate the police.
4. Continue to monitor the situation.

Procedures for Lunchtime Supervisors

1. Record serious or recurring incidents as above.
2. This is regularly monitored and reported to class teachers, Learning Mentor. Assistant Head Teacher and Headteacher as appropriate.

Procedures for reported incidents before or after school hours

1. Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision.
2. In incidents which involve other individuals, action will be taken in a way that is reasonable. Other Headteachers may be contacted or the police if deemed necessary.

Recording of Incidents

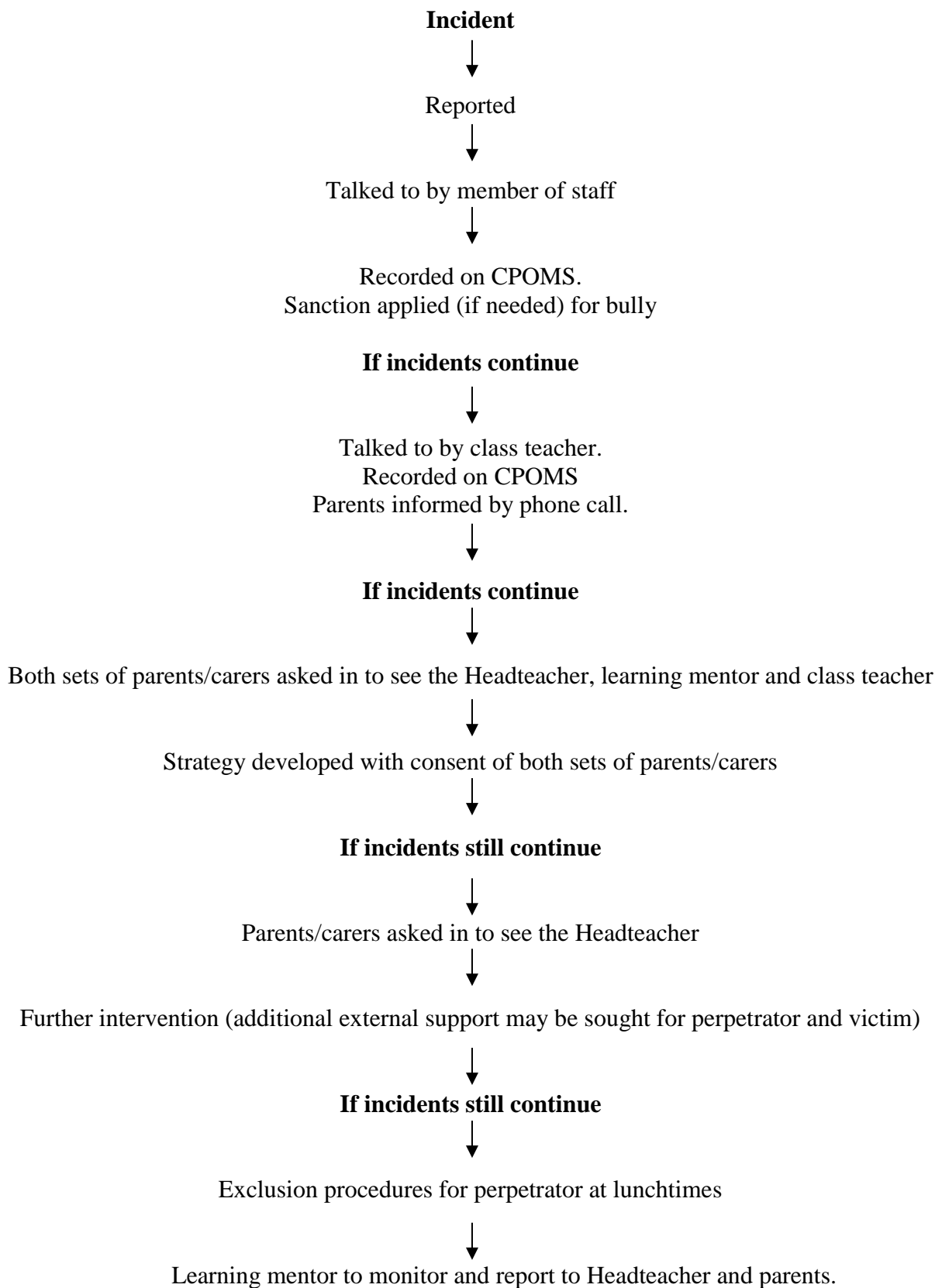
All staff are responsible for recording any incidents of bullying. If a child is the victim of bullying, the incident is recorded on CPOMS. In the case of an adult being bullied then the incident is reported immediately to the Headteacher who keeps staff records. The Headteacher has overall responsibility to ensure incidents of bullying are recorded.

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Information on recorded incidents is made available to the School governors through the termly Headteacher's Report.

Outcomes

Pupils must feel that they have confidence in us.



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At any point during this process if the incident is thought to be severe, fixed term exclusion procedures will be implemented.

Where bullying affects adults they are advised to speak to someone they trust; where possible someone on the Senior Leadership Team. This must be then be reported to the Headteacher. If the accusation is against the Headteacher, the Chair of Governors should be informed. They are also advised to contact their Union and Human Resources for help and advice. A representative may attend any meetings with the member of staff who is the alleged victim.

These procedures are monitored and evaluated to measure their effectiveness at the Annual Policy Review. Staff are consulted about using the procedures and they are adapted if necessary to be more effective.

The Headteacher has overall responsibility for the process of monitoring and recording incidents of bullying. A report of the effectiveness of the procedures is sent to the school governors on an annual basis.

The record of bullying incidents is assessed and analysed on a termly basis and the policy reviewed, in light of this, annually. Specific questions in pupil, parents/carer and staff surveys is used to pinpoint any issues which are acted upon immediately.

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Additional Advice for Parents (websites)

www.bullying.co.uk

www.direct.gov.uk/en/parents/yourchildshealthandsafety/worriedabout/DG_10015786

www.direct.gov.uk/en/youngpeople/healthandrelationships/bullying/DG_10031370

<https://www.barnardos.org.uk/>

www.kidscape.org.uk