



Otterburn First School

Anti-Bullying Policy

Document Status	
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Date of origin	January 2009
Version	3
Review requirements	Annual
Date of next review	October 2016
Approval Body	Policy Committee

Anti-Bullying Policy

Early Years Foundation Stage

The Early Years Foundation Stage at Otterburn First School is included within this policy. See "Statutory Framework for Early Years Foundation Stage" for welfare requirements.

The staff and governors agree to adopt the following statement of principle produced by Northumberland County Council.

STATEMENT OF PRINCIPLE
<p>Northumberland County Council seeks to provide a safe, secure and positive environment where:</p> <ul style="list-style-type: none">• Children and young people can achieve their potential, making full use of the opportunities available to them.• Children and young people involved have the right to have themselves and their property treated with respect and to be free from intimidation. <p>The County Council seeks to protect these basic human rights by ensuring that those acting on their behalf:</p> <ul style="list-style-type: none">• Are proactive in setting up a range of preventative measures.• Actively listen to children, young people and where appropriate their parents or carers.

Objectives of this Policy

This policy outlines what Otterburn First School will do to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults or adults and children, will be tolerated.

We will strive to provide an environment to combat bullying effectively and this is exemplified by:

- a strong ethos which promotes tolerance and respect, including respect for difference and diversity;
- 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;
- regular consultation with the pupils to find out what bullying occurs, when, where and by whom;
- the involvement of children and young people in procedures dealing with instance of bullying through members of the school council;
- provision to follow up of those who are bullied and those who bully;
- a commitment to work with other agencies when bullying is occurring out of school;
- an appropriate mechanism for dealing with bullying to include:

- the investigation of incidents and the subsequent action taken;
- the guarantee of confidentiality within clearly defined boundaries;
- the involvement of parents and other organisations if appropriate;
- monitoring and evaluation of the actions taken.

Our school community will:

- monitor and review our anti-bullying policy and practice on a regular basis, ensuring that all governors and staff know what the school policy is on bullying, and follow it should bullying be reported;
- support all staff to promote positive relationships to prevent bullying, and identify and tackle any bullying behaviour appropriately and promptly;
- ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises;
- reassure parents and pupils that they will be supported if bullying is reported. As a school we take bullying very seriously;
- report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn will work with the school to uphold the anti-bullying policy;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that they feel safe to learn;
- support all pupils through encouraging them to develop positive social skills and attitudes by learning how to relate to and respect each other.

THE NATURE OF BULLYING

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying", October 2014) Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – for instance, cyber-bullying via text messages or the internet

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

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.

A child or young person could have experience 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 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 commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- 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.

Preventing, identifying and responding to bullying

As a school we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Strategies to help prevent the occurrence of bullying behaviour

At Otterburn First School we will:

- ensure all staff are aware of and follow the school behaviour policy;
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- actively provide opportunities (through PSHCE/SEAL activities) to develop pupils' social and emotional skills, including their resilience;
- provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the school's values for example, tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the school council;
- regularly update and evaluate our approaches to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and information about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- regularly gather the children's views on the extent and nature of bullying;
- ensure that all pupils know how to express worries and anxieties about bullying;
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum (appropriate to their age);
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- make sure that key information about bullying is available to parents/carers e.g. website, news bulletin;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying;
- ensure that parents work with the school to role model positive behaviour for pupils.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- E-Safety (Online Safety) and Acceptable Use policies
- Curriculum policies such as PSHCE

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors and all staff to be aware of this policy and implement it accordingly;
- The Executive Head Teacher and the Deputy Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the aims of the policy;
- Parents/carers to support their children and work in partnership with the school;
- Pupils to abide by the policy.

Procedures for all staff

Dealing with Incidents

When bullying is suspected or reported:

- Staff will intervene immediately when bullying is reported;
- Staff will investigate – listen to all parties and witnesses;
- The incident will be recorded and given to the Executive Head Teacher or Deputy Head Teacher, who will interview the children concerned;
- The child being bullied will be made aware that the incident will be dealt with;
- Parents/carers of the child/children doing the bullying will be asked to attend a meeting to discuss their child's behaviour;
- Parents/carers of the child being bullied will be informed and invited to meet with an appropriate member of staff;
- A suitable sanction will be implemented for the child doing the bullying in order to modify or change the behaviour;
- Staff will monitor the behaviour of both "bully" and "victim", and all staff will be alerted to watch out for further occurrence.

Supporting Pupils

The first priority will be to support the victim.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Reassuring the pupil and providing continuous support;
- Helped to develop strategies to prevent re-occurrence;
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour;
- Informing parents/carers to help change the attitude and behaviour of the child;

- Providing appropriate education and support;
- Sanctioning in line with school behaviour/discipline policy, for example, removal of the bully from the playground or classroom, time out in another class or with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, the parent may be asked to take the child home at lunch time, or as a final resort, a formal exclusion process may be instigated.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff / Executive Head Teacher;
- Being advised to keep a record of the bullying as evidence;
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy or staff code of conduct;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern;
- Clarifying the schools official procedures for complaints or concerns;
- If online, requesting content be removed and / or reporting account/content to service provider;
- Instigating disciplinary action, if appropriate.

Monitoring and review of the Anti-bullying Policy

Monitoring is essential to help assess progress and evaluate the impact of the anti-bullying policy. The results will inform planning so that action can be targeted. Surveys can uncover a number of issues including:

- *The frequency of the bullying*
- *The type of bullying*
- *Who young people tell*
- *Any actions taken*
- *Who took action*

Issues arising from such surveys should steer further development of the anti-bullying strategy.

This policy will be monitored and reviewed annually.

The Executive Head Teacher will report on a regular basis to the governing body on incidents of bullying and outcomes.

The school will ensure that the policy is consistently applied and that any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT (lesbian, gay, bisexual, and transgender)

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational