



## South Hams Federation

### **ANTI-BULLYING POLICY**

The procedures in this policy should be considered alongside the Child Protection Policy and the Behaviour Policy.

Approved March 2022

Reviewed March 2023

At our school everyone has the right to feel happy, safe and cared for; therefore, we will not tolerate bullying of any kind.

#### **Definition of Bullying**

Bullying is the intentional, repetitive or persistent hurting of one person by another. It is based on an imbalance of power, leaving the victim feeling defenceless.

There are three main types of bullying

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories, excluding from social groups, being made the subject of malicious rumours/messages.

It is vital that the whole school community understands the meaning of bullying. We accept that children 'fall out' with each other but if the term is used too loosely serious issues might not be uncovered. Therefore, we will:

- Define bullying and explain some of the steps we take to ensure that bullying does not become a problem in school.
- Ask one Governor to take responsibility for understanding and communicating the school's Anti-Bullying procedures. If any other Governor is contacted about bullying s/he must direct the parent to the appropriate Governor.
- Ensure Anti-Bullying procedures are on the Agenda of an MTA and TA meeting every year.
- Review this policy every year.
- Each class will clarify bullying and remind children what should be done.

#### **Objectives of this policy**

- To reduce the frequency of bullying incidents
- To increase the likelihood that incidents are disclosed to a responsible adult
- To intervene effectively when bullying happens.

#### **Bullying outside the School Premises**

We are not directly responsible for bullying that takes place during journeys to and from school. However, if we are aware of harmful behaviour outside school and fail to take steps to combat it, we may be in breach of the school's common law duty of care. One or more of the following steps should be taken:

- Contact the local police;
- Contact the transport company if there are reports of bullying on the bus;
- If the bullies are from another school, talk to their Headteacher;
- Talk to pupils about how to avoid or handle bullying.
- Decide with the pupil who will inform his/her parents.

## **Racist Bullying**

In racist bullying, a child is targeted for representing a group so attacking the individual sends a message to that group. Racist bullying is defined as any incident which is perceived to be racist by the victim or any other person. Such incidents might include:

- name calling, racist jokes, offensive mimicry;
- physical threats or attacks
- wearing provocative badges or insignia
- inciting others to behave in a racist way
- written insults, including those against food, music, dress or customs
- refusing to co-operate in work or play with the child.

It is a requirement that incidents of racist bullying are reported to Devon County Council.

## **Homophobic Bullying**

In Homophobic bullying, a child is targeted for representing a group so attacking the individual sends a message to that group. Homophobic bullying is defined as any incident which is perceived to be homophobic by the victim or any other person.

Such incidents might include:

- name calling, homophobic jokes, offensive mimicry;
- physical threats or attacks
- wearing provocative badges or insignia
- inciting others to behave in a homophobic way
- written insults, including those against food, music, dress or customs
- refusing to co-operate in work or play with the child.

## **How incidents of bullying might come to light**

Research suggests that a child is more likely to tell a member of their family about bullying than his/her teacher and that the older the child the less likely s/he is to tell anyone. Therefore, we need to take steps to uncover bullying.

The procedures listed above will help children, staff and parents to recognise bullying and know what to do about it

Any child can be bullied. Unfortunately, children who display the following characteristics are more likely to be bullied.

Children who

- lack close friends in school or difficulties in social relationships;
- are shy, nervous or anxious;
- have an over-protective family environment;
- lack the social skills to deal sensitively in some situations and therefore provoke bullying behaviours;
- are different in some obvious respect;
- have Special Educational Needs or a disability.

A child might indicate that s/he is being bullied by displaying certain behaviour. Staff should be aware of possible signs of bullying and use their knowledge of pupils to identify changes in behaviour that might indicate bullying. Any suspicions must be investigated.

Signs of bullying might include:

- being emotionally volatile;
- low self-esteem;
- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining about missing possessions;
- refusal to talk about the problem;
- being easily distracted;
- damaged or incomplete work.

Within school, bullying most typically takes place where adult surveillance is intermittent; research suggests that in primary schools approximately three-quarters of bullying takes place during playtimes. All members of staff have a duty to be particularly vigilant during these times.

### **Further strategies to prevent or reduce bullying**

Through co-operative group work children learn to:

- listen to different points of view
- learn tolerance of others
- become better integrated into the peer group
- share responsibility to complete a task.

In PSHE lessons children will:

- be in a safe space to explore issues of concern
- explore relationships with adults and peers
- affirm the strengths and enhance the self esteem of each person
- make eye contact
- take turns to speak and listen
- discuss difficult issues.

### **Onlookers and Bystanders**

Through the strategies outlined above, all children will be aware of what bullying is and their responsibility for caring for their peers. From Year 1 children are taught to begin to understand their responsibilities if they know that other children are being bullied. From Year 3 children are taught about the role of witnesses. From Year 5 children are taught about the different roles in bullying and what to do if they spot them. Children who 'egg-on' other bullies will be treated as a bully. 'Tellers' will be rewarded, but not named.

Our School Aims focus on caring for others; therefore, if children stand by knowing that bullying is taking place and they do not tell, then we are failing to achieve our school aims.

### **Collective Bullying**

Bullies will often have significant power within their peer group and may use this power to encourage others to bully. There is security in numbers; collective bullying will make it less likely that the bullying will be reported and that the initiator will take responsibility. Although it is time consuming, it must be remembered that a group of bullies is a collection of individuals and each individual role within the bullying should be dealt with separately. Several pupils saying the same does not necessarily mean that they are telling the truth. Group punishment can be ineffective as it could nurture group solidarity and isolate the victim further.

## **When an incident of bullying is reported**

If a parent contacts the school s/he should firstly be directed to the class teacher to discuss the incident of bullying. If appropriate the difference between bullying and behaviour incidents should be made clear to the parent.

If another member of staff notices an incident of bullying, s/he should also refer to the child's class teacher. The class teacher is most likely to know the child, friendship patterns, other incidents or behaviours that might shed light on the bullying incident.

### The class teacher will

- make a note of the parent's concern, including dates and names (Use Report Form Appendix B)
- reassure the parent that the issue will be followed up
- tell the parent what will happen next
- make a further appointment to explain what has been done and find out if it has stopped.
- Record detail on CPOMS

If a child discloses that s/he is being bullied, see procedure for meeting with the victim (below).

If the class teacher considers the incident is serious s/he must refer the incident to the Head of School or Deputy. The class teacher must also refer to the behaviour policy.

Whenever a disclosure about bullying is made, it must always be treated seriously. While others might not feel that certain actions or words are of a bullying nature, if the recipient feels that they are being bullied that is sufficient evidence to treat the case as bullying.

Any incident of racist or prejudicial bullying must be reported to Devon County Council.

## **DEALING WITH A BULLYING INCIDENT**

### **Meeting with the Victim**

The experience of being bullied can have a significant impact on the rest of a child's life; it could cause low self-esteem, anxiety and depression. A child with low self-esteem will find it hard to disclose incidents of bullying. If the child who has been bullied exhibits 'victim behaviours' the Head or one of the Deputies must be informed. The child will need help to identify how difficulties could be avoided or resolved in the future.

- Ask the victim if s/he would like a friend.
- Make a note of what the child says, including dates and names (Use Report Form Appendix B)
- Remain calm and non-judgemental to reassure the child that s/he is being listened to
- Agree with the child what should happen next, including
  - establishing if parents know or how the parents will be informed
  - how the difficulties should be resolved. (The preference should be to see both children together after speaking to both sides individually. 'Rescuing' the victim will not help the child to deal with or avoid incidents in the future.)
- Establish how the child can be and feel safe whilst you complete enquiries
- Praise the child for having the confidence to speak out
- Arrange to see the child again the next day.

### **Interviewing the suspected bully/bullies**

Bullies often have low self-esteem, lack the social skills necessary for expressing needs and feeling without resorting to aggression, lack empathy and lack insight into the cause or consequence of their behaviours. Consequently, bullies often lack remorse for their behaviour and its effects. There is no evidence to suggest that either victims or bullies, without support, will outgrow patterns of inappropriate behaviour. If unchecked, these behaviours are likely to have a damaging effect on their lives beyond the years of statutory education and could lead to criminal prosecution as adults.

- Consider the safety of the victim. It might be more appropriate to describe the behaviour that has been heard and/or seen, suggesting that it has been witnessed by a third party. The bully should be led to considering the consequences of his/her actions.
- Note what is said.
- Use the appropriate class bullying display when referring to the behaviour and incident.
- Ask the bully how s/he will put the matter right. If a one-to-one meeting between the bully and the victim is required, get the agreement of the victim first and ensure that the victim feels safe and supported at the meeting.
- Tell the bully that the notes made will be kept and that you will be regularly checking up on him/her
  
- **The mediation meeting with both children**
- Paraphrase your understanding of the antecedents and the actions. It is how the children perceive the situation which is important, not how others perceive it.
- Ensure that the children identify how they can resolve the incident/difficulties and prevent anything from recurring. ie What will both parties agree to do?
- Explain what each child should do if there is further bullying or provocation.
- Explain what action the school will take if the problem happens again.
- Decide on an appropriate punishment for the bully.

### **After the meeting**

- Note how the bullying came to light, what steps were taken, the solution, and what will happen if the incident recurs. A report form is included as Appendix B. These must be added to CPOMS
- Make a note of when you will speak to both parties individually to review the agreements.
- Parents of both parties should be informed. Description of the incident, action and solution will be used, not names of the other party involved.

### **On-line Bullying**

Children will be taught about the potential of online bullying through our PSHE and Computing curriculum, actions to protect themselves and reporting procedures as part of our Online Safety Curriculum.

### **Evaluation of the success of this policy**

The success of this policy will be judged against the objectives on page one of the policy.

- Once a year the children on the school council will be asked what bullying is and what should be done if they know someone is being bullied.  
If there are appropriate answers these questions, without prompting, it would suggest that our message about bullying is clear and constant.
- The Head of School will keep notes about bullying incidents to identify patterns or repetitions. There will be intermittent checks on victims of bullying. If our policy is successful we would not expect repeated incidents.

### Anti-Bullying Expectations

#### SUMMARY OF INTENDED LEARNING OUTCOMES FOR EACH YEAR GROUP

YR GP	INTENDED LEARNING OUTCOMES
Rec	<p>I know I belong in my classroom.</p> <p>I like the ways we are all different and can tell you something special about me.</p> <p>I can tell you some ways in which children can be unkind and bully others.</p> <p>I can tell you how it feels when someone bullies you.</p> <p>I can be kind to children who have been bullied.</p> <p>I know who I could talk to in school if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>
Yr 1 & Yr 2	<p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>
Yr 3 & Yr 4	<p>I can tell you what bullying is.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p> <p>I can tell you some ways of helping to make someone who is bullied feel better.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</p> <p>I can problem-solve a bullying situation with others.</p> <p>I have thought about whether my behaviour could be perceived as bullying.</p>
Yr 5 & Yr 6	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.</p> <p>I have thought about whether my behaviour could be perceived as bullying.</p> <p>I have thought about how I behave in a group.</p>

**Anti-Bullying Policy Appendix B**

**South Hams Federation - Anti-Bullying Report Form**

Name of child \_\_\_\_\_ Date \_\_\_\_\_

Person who reported incident \_\_\_\_\_

Name of alleged bully \_\_\_\_\_

Adult dealing with the issue \_\_\_\_\_

Brief outline of reported incidents

  
  
  

Do you (the adult) consider it a case of bullying? \_\_\_\_\_

Brief outline of discussion with child

  
  
  

Actions agreed with child	Date actions taken

Solution

  
  
  

\_\_\_\_\_ parents informed YES/NO If no, state reason

\_\_\_\_\_

\_\_\_\_\_ parents informed YES/NO If no, state reason

\_\_\_\_\_

**S**everal

**T**imes

**O**n

**P**urpose

**We won't tolerate bullies here.**

# What is bullying?

- Bullying is when someone deliberately hurts you and it happens more than once.
- The hurting might be
  - calling you names
  - teasing
  - excluding you
  - saying unkind or untrue things
  - hitting or kicking.
- Sometimes the bully might try to make you do something you don't want to do.

# What should you do?

- **Tell the bully that he or she is wrong.  
Walk away.**
- **Tell the bully that you will not do what he or she wants you to do. Walk away.**
- **Don't hit back and get into a fight.  
Be 'bigger' than the bully. Walk away.**
- **WHEN YOU HAVE WALKED AWAY, TELL SOMEONE.**
- Remember that a bully is a weak person who doesn't know how to communicate properly with other people. A bully usually tries to make himself or herself feel good by making other people feel bad.