

# Anti-bullying Policy



Date: July 2017 by Headteacher

Review: Summer Term 2018

# Anti-Bullying Policy

## Introduction

This policy has been written to provide a structure to ensure that bullying at all levels is recognised and through clear procedures dealt with immediately and effectively.

This policy was written with consultation of staff, pupils and parents.

## Definition

***Bullying is a repeated, harmful, deliberate act directed against another person. It may take the form of physical, psychological or verbal incidents***

Bullying can take a variety of forms. It is not always child-to-child. It can be adult-to-adult, adult to child or vice versa. Staff must be vigilant with their observations at all times.

The forms of bullying can include:

- Name calling/teasing
- Verbally threatening
- Facial gestures
- Demanding money
- Taking/hiding/stealing/damaging personal property
- Spreading rumours
- Being forced to do things they don't want to
- Isolation/ignoring
- Racist comments
- Violence - hitting/pushing/pulling/pinching/kicking
- Intimidating behaviour - laughing at comments, slyness
- Receiving abusive emails/texts
- Social media
- Homophobic language

At Old Park Primary all forms of bullying are taken seriously. Name-calling can be the start of the cycle. This needs to be sorted out promptly following the correct procedure.

Possible signs that pupils are being bullied may include:

- Reluctant to attend school
- Headaches and stomach aches (imaginary - complaining about no real symptoms)
- Becoming withdrawn
- Becoming aggressive
- Nightmares/insomnia
- Bed wetting
- Unexplained bruises
- Refusal to talk about problems

## **Aims**

- To provide an environment where all people in the school community feel safe, valued and trusted
- To make all people aware of the procedure for reporting bullying incidents
- To ensure incidents are monitored and reviewed showing evidence of action in response to complaint
- To encourage responsible behaviour towards each other (Refer to Behaviour Policy)
- To provide an adult to talk to with whom the children feel comfortable
- To treat all incidents consistently and with the same importance
- To always acknowledge children's concerns and address straightaway using the proforma located in Safari
- To ensure adult presence is available in place where children feel insecure
- To be vigilant and observant at all times
- To provide a good role model for children to aspire to

## **Developing awareness of bullying**

At Old Park Primary we recognise the importance behind developing awareness as to what bullying is, the possible signs of bullying and vulnerable places where bullying could occur.

We will endeavour to:

- Make all of our community aware of what bullying means and the importance of sharing information if you are or know a victim
- Respect confidentiality where possible
- Address issues through PSHE / SEAL material which involves bullying issues - talking about strategies and ways of reaching possible solutions
- Support anti bullying week and ensure a termly focus to promote understanding
- Arrange for co-ordinator to attend INSET and feedback new approaches or information to staff
- Record and monitor all incidents of bullying (File kept in Safari)
- Address name-calling - this often is the first step of bullying. Refer to School Rules where we should call people by their correct names. Follow consequences according to behaviour policy.
- Question all children as to what they perceive as bullying
- Identify places where bullying may occur and ensure adults are vigilant in these places
- Collect views of parents to inform this policy during Anti-Bullying week
- Raise awareness to possible signs that pupils are being bullied
- Display posters and helpful place to go /people to tell within the classroom and around the school

## Responding to Bullying Incidents Reporting of incident by a child

|         |   |
|---------|---|
| Stage 1 | Share the problem with an adult   |
| Stage 2 | <p>Adult to respond (maybe with support of TA/LS) following the CUDSA procedure</p> <ul style="list-style-type: none"><li>• <b>C - Confront the conflict</b> - Talk about the problem taking note of all important details</li><li>• <b>U - understand each others position</b> - Talk through individually with all the parties involved</li><li>• <b>D - Define the problem</b> - bring all parties together</li><li>• <b>S - Search for solutions as a group</b></li><li>• <b>A - Agree on best outcome</b></li></ul> <p>This procedure will need to be noted and then placed into the Antibullying folder (kept in Safari) showing the following information:<br/>Date, people involved, description of claim, outcome, review date<br/>Any consequences need to be given according to the Behaviour Policy</p> |
| Stage 3 | <p>Each case will be monitored and dated. This might take the form of a quick chat and must be noted in book.</p> <p>Option 1 - everything is fine. Continue to monitor at regular intervals<br/>Option 2 - incidents are still happening. Move to stage 4</p>  |
| Stage 4 | <p>Refer the incident to Head teacher or Inclusion Manager. CUDSA will be repeated, consequences repeated and a discussion to take place with the family. Again all this will be recorded.</p>  |
| Stage 5 | <p>Each case again will be monitored. This might take the form of a quick chat and must be noted in book.</p> <p>Option 1 - everything is fine. Continue to monitor at regular intervals<br/>Option 2 - incidents are still happening. Move to stage 6</p>  |
| Stage 6 | <p>A further meeting will be called with Head teacher and parents of children involved. CUDSA will be repeated and further consequences repeated. Again all this will be recorded in Anti-bullying Book.</p>  |
| Stage 7 | <p>Each case monitored. This might take the form of a quick chat and noted in book.</p> <p>Option 1 - everything is fine. Continue to monitor at regular intervals<br/>Option 2 - incidents are still happening. Move to stage 8</p>  |
| Stage 8 | <p>Period of inclusion.</p>   |

### **Reporting of incident by a Parent/Carer**

After initial conversation with the family, the procedure should be worked through as above from stage 1 - ensuring that feedback is given to the family as soon as possible.

### **Monitoring Incidents**

Communication is an essential process of this procedure. Incidents will be monitored by means of a conversation to assess whether further intervention is required. All incidents **MUST** be recorded. It is very important to the individual that incidents are followed up. They may not seem very serious to you but they are to them.

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Children's questionnaire

Class:.....

1. What do you think the term 'bullying' means?

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2. Are there places in school where you don't feel safe? List them below.

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3. How do adults respond when you tell them?

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4. What do we need to do to make you feel safe and help you to learn?

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Thank you for taking the time to fill this in. Please return to Mrs Walker

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Parent's questionnaire

We are currently updating our Anti-Bullying policy to ensure our procedures are effective. We would appreciate a few moments of your time to answer the questions below.

1. What do you think the term 'bullying' means?

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2. Has your child ever told you they were being bullied?

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3. How do you feel the school deals with incidents of bullying?

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4. Are there any suggestions as to how we could improve the support given to you and your child?

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Thank you for taking the time to fill this in.  
Please return to Mrs Walker