LEIGHSWOOD

SCHOOL

Anti-bullying Policy

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LEIGHSWOOD SCHOOL

ANTI BULLYING POLICY

Rationale

It is a basic entitlement of all pupils at our school that they receive their education in a safe, secure environment, free from humiliation, oppression and abuse.

Education is compulsory and therefore it is the responsibility of all adults in the community to ensure that it takes place in a caring, supportive and protective atmosphere.

Definition of bullying

Bullying may be an individual aggressive incident or repeated acts of aggression.

Bullying is the willful, conscious desire to hurt, threaten or frighten someone.

Bullying happens when a child is subjected to intentional, repeated aggressive acts over a period of time by another child or group of children.

Bullying can involve physical and verbal attacks, name calling, malicious gossip, cyber-bullying (see Appendix C), damaging or stealing the property of the victim or pressing the victim into acts which they do not wish to do.

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are bullied and to act in a supportive and confidential manner of a child approaches them with an allegation of bullying.

Bullying is NOT when children have the odd argument, fall out or engage in a one off tussle.

Ref: Leighswood School Behaviour Policy (page 6)

Purpose

To establish agreed procedures for:
- Responding to incidents of bullying
- Support strategies for those who have been bullied
- Procedures for logging incidents and contacting parents
- Placing the policy in the context of the school's Behaviour Policy

Guidelines
1. All adults are responsible for watching for early signs of distress in pupils - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. While this behaviour may be symptomatic of other problems, it may be early signs of bullying.
2. All reported incidents should be listened to carefully and sensitively. Two forms are used to record concerns: Notification of Concern form re-bullying/aggression and Record of bullying form (Appendix D). The member of staff witnessing the incident or receiving the information will complete the Notification of concern form re-bullying/aggression. The form should then be passed immediately to either the Head teacher or the Deputy Head who will investigate the matter by talking to the children and staff involved. They will decide whether or not it is "bullying", and, if appropriate, the record of bullying form will be completed and the incident will be recorded on the SIMS system. Then a course of action will be implemented to ensure this does not happen again: sanctions for the bully, support for the victim and future monitoring. Parents of the bully and the victim will be notified and the consequences of the bullying and future monitoring will be explained. A record is made of these conversations.
3. The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to the bully. Sanctions may include: being on report, missing playtimes and/or dinnertimes, and in extreme circumstances, exclusion. It will be made clear to the bully that the situation will be monitored.
4. The victim should be offered immediate support: For example, a specific adult to report concerns to, at a particular time, such as after playtime and/or dinnertime, or if it ever re-occurs; coaching of assertive techniques; support from other children such as at playtime/dinnertimes; use of a diary for the child or a member of staff to record any concerns or incidents.
5. A system of monitoring will be implemented. A log is completed by a senior member of staff of all playground incidents involving the victim and/or aggressor. Dinner staff and all teaching staff will be briefed to monitor the behavior of specific, individual children around school and on the playground in particular; to anticipate and intervene, as necessary, preventing any possible problems; and to report any incidents involving named children to Senior staff.
6. Children in school are encouraged to share any concerns they have about bullying: To a member of staff, parents, other children; via the "worry box", through circle time and to a playground buddy.

7. The school's caring and co-operative ethos should be reinforced through RE, PSHE, assemblies and circle time, in addition to developing social skills by drawing on incidents as they occur in the daily life of the school.
8. The teaching of appropriate social skills will be continuous and systematic.
9. Opportunities will be provided for group discussion and where appropriate role play so that pupils can learn to cope better with bullies and that the bullies are placed in situations which require them to see things from the victim's position.
10. When appropriate, opportunities for raising self-esteem will be provided to improve the social skills of victims.
11. Positive and non-aggressive behaviour will be consistently praised and rewarded.
12. Positive learning programmes, procedures as identified in the school's Behaviour Policy will be employed.

Monitoring

1. Incidents of bullying are recorded on the Notification of Concern-Bullying/Aggression form and if appropriate on the "Record of Bullying" form. Completed forms are kept together in the Deputy Head teacher's office (KS2 forms) and the Head teacher's office (KS1 and Foundation Stage). Details are also recorded on SIMS. The information from all such incidents is collated and analyzed.
2. When a child has been involved in a bullying incident, either as a victim or as an aggressor, senior staff begin a "log of playground incidents involving specific children" to monitor any incidents in future and identify any patterns of behavior. The logs are followed up with children, parents and staff as appropriate and form part of an aggressor's behavior plan as appropriate. (see page 5 of Behaviour policy).
3. Numerical records of bullying incidents are reported to Governors annually, usually at the Autumn term meeting, and to Walsall Council Education Department.
4. Serious incidents, which may result in exclusion, are reported as soon as possible to the Chair of Governors.

Peer on peer abuse
All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying and child protection policy and procedures.
Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community

through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Resources
- Staff, pupils, parents;
- Support Services; eg Safeguarding, Education Psychologist, Behaviour support;
- Governors;
- Resources created by Anti-bullying organisations such as Action Work;
- Walsall Safeguarding team policy, advice and CPD;
- Children's safety education Foundation publications;
- Resources for Circle time and PSHE;
- Theatre performance (such as "The Power of One") and children's books on the theme of bullying; eg Willy the Wimp by Anthony Browne, The Angel of Nitshill Road by Anne Fine, The Eighteenth Emergency by Betsy Byars.

APPENDIX A
Is there a typical bully?
- ❖ Bullies are often bigger, stronger and older than their victims
- ❖ They are impulsive and often wish to dominate others
- ❖ Bullies are associated with general anti-social , rule breaking behaviour
- ❖ Bullies are often aggressive towards parents, teachers and brothers and sisters

What can you do?
- ❖ Watch for signs of distress in your child. They may be unwilling to come to school, a pattern of headaches or stomachaches, possessions missing, requests for extra pocket money. Talk about friendships, how playtime is spent and the journey to and from school.

If your child is being bullied
- ❖ Firstly tell your child that there is nothing wrong with him /her.
- ❖ She/he is not the only victim. Tell them that they must not hesitate to tell a trusted adult.
- ❖ Help him/her to identify places/situations where bullying takes place. Help to work out ways to avoid them.
- ❖ With school, work out a plan of action. Should the bullying be repeated the school must be told.
- ❖ Do not encourage your child to hit back. It will only make things worse. Such behaviour is contrary to school policy and may be contrary to your child's nature. Be positive; encourage your child to make friends. A child who has friends is less likely to be bullied.
- ❖

APPENDIX B
BULLYING FACT SHEET

1. Three things are common in bullying:
   - it happens often over a period of time
   - powerful people try to dominate or rule over the powerless
   - it can be physical, verbal, non-verbal or emotional.
2. At least one in every ten children in school are either bullies or victims at any one time. It could be even more.
3. Boys usually bully other boys and girls; girls usually bully other girls.
4. Boys bully three times more often than girls.
5. Boys tend to use threats or physical violence. Girls tend to use verbal and emotional bullying.
6. Some wrong ideas about bullying;
   - it only happens to a few people
   - it doesn't do any real harm
   - it is character forming
   - the victim often 'asks' for it.
7. All bulling changes the way people feel about themselves – their self-esteem. It stops bullies and victims feeling good about themselves and affects their lives when they grow up.
8. Non-verbal bullying, like staring someone out, winking or nudging, can have just as bad an affect on some children as physical violence.
9. Bullies often cause disturbance and are too lively in class.
10. Children who are bullies are likely to have parents who have bullied.
11. Bullies enjoy their feeling of power and look for signs of weakness and helplessness. A firm rebuff or appearing not to give in can help to stop bullying.
12. Bullies depend on other people keeping quiet to be successful. If people speak out and say that bullying is happening then that is often the first step to stopping it.
13. Children who watch bullying take place and do nothing about it are allowing it to happen and are helping it to continue.
14. Bullies need help to stop them bullying.
15. The best people to stop bullying are other children.
16. Bullying is less likely to happen in school where people know that is happening and say that it is happening and where there is a clear policy for dealing with it.

CYBER-BULLYING

- Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), to deliberately upset someone.
- It can be an extension of face to face bullying with technology providing the bully with another route to harass their target.
- It differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.
- Cyber bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorized publication of private information or images and manipulation. If an image is shared/posted without someone's consent then this can be considered to be an act of bullying, especially if it is forwarded to others.
- Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognize that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as what the sender considers to be a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognize themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognized and taken into account when determining how to respond effectively. The key differences are:

Impact – the scale and scope of cyber-bullying can be greater that other forms of bullying. Cyber-bullying is as serious if not more serious that other forms of bullying.
Targets and perpetrators – the people involved may have a different profile to traditional bullies and their targets.
Access and Location – the 24/7 and any-place nature of cyber-bullying.
Anonymity – the person being bullied will not always know who is attacking them. Motivation – some pupils may not be aware that what they are doing is bullying**.**
Evidence – unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

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NOTIFICATION OF CONCERN RE – BULLYING/AGGRESSION

To be handed immediately to the Head Teacher or Deputy Head.

3. Details of the incident

1.

Date:
Time:
Staff reporting:

2.

Pupils involved	Class	Victim or Aggressor	SEN
1.			
2.			
3.			
4.			
5.			
6.			

Recorded on SIMS:
Date:
By whom:

Bullying: Y N Unclear (please circle)
Monitor by:

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RECORD OF BULLYING

Date:_____

Pupils involved	Class	Victim or Aggressor	SEND/ Vulnerable group
1.			
2.			
3.			
4.			
5.			
6.			

Recorded on SIMS:
Date:
By whom:

Type of bullying:

Physical
Verbal
Cyber
Racial
Homophobic
Other (specify)

Reported to:

Staff involved:

Monitoring to be used:

<u>Log of playground incidents involving specific children (victim or aggressor)</u>
<u>Name of child:</u>   <u>Class:</u>   .

Date	V/A (victim/ aggressor)	Name of child(ren) involved	Year	Summary of incident