



# Policy - Anti Bullying Policy

**Date—September 2013**

**Adopted by the Governing Body 30.9.13**

**Signed \_\_\_\_\_**

**Review Date — September 2013**

## **Anti – Bullying Policy**

At Outwoods Edge we believe that all children have the right to be taught and to learn in a supportive caring and safe environment without fear of being bullied. Through the ethos of the school we aim to be proactive in our approach and use Religious, Personal, Social and Health Education programmes to celebrate differences between all people, promote self-esteem and encourage co-operation and peaceful resolutions to conflict. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person

### **What do we mean by the word ‘bullying’?**

Bullying is the (1) deliberately hurtful behaviour that is (2) repeated over a period of time by a single child or a group of children, (3) making it difficult for the person concerned to defend themselves.

There are three main types of bullying:

- Physical; hitting, kicking, taking belongings
- Verbal; name calling, insulting, racist remarks (see appendix 5)
- Indirect; spreading nasty stories, excluding from groups (including cyber bullying – see appendix 3)

NB Incidents of the above will occur as ‘one off’ isolated incidents. These are not bullying and, whilst dealt with in the Behaviour Policy, should not be labelled as such as they could detract from the seriousness of real bullying.

### **How do we ensure that bullying is reported?**

We teach children:

1. No-one deserves to be bullied.
2. If someone hurts or upsets you, tell that person you don’t like it and walk away.
3. Tell a school adult you can trust who will deal with the problem.
4. If you know that someone is being bullied doing nothing is helping the bully and you should tell a school adult.
5. If you think that you are being bullied, don’t wait to tell someone- do it straight away.

We encourage parents:

1. To come into school if they think that their child is being bullied or is a bully.
2. To discuss the school’s response to a concern and agree the outcomes the school will aim to achieve.

Our Staff responsibilities:

1. All adults in school must be vigilant at all times and look out for signs of bullying.

2. Children must always be sure that they will receive a sympathetic ear from all members of staff
3. To give children opportunities to report bullying in other ways such as the use of worry boxes or through role play.

Bullying is not an inevitable part of school life, or a necessary part of growing up. We must all work together, children and adults, to make sure school is a happy, enjoyable experience for all.

### **What will be done when bullying is reported?**

The first concern will be to ensure that the victim knows that their situation is acknowledged. It is agreed that action will be taken to stop the bullying. The response to any example of bullying will be consistent with our discipline policy and will be recorded by staff.

However, we recognise that it is not enough to implement sanctions for the bullying behaviour and that punishment is not an effective means of changing behaviour or the underlying attitudes which mean that people behave in an anti-social way. Therefore follow up work is required.

- Follow up work with the bully or bullies - must address the failure to empathise with the victim and to change their attitude to those who have been the target. Talking about how their behaviour has made their victim feel and encouraging them to reflect on and change their ways may be enough. We recognise that their bullying behaviour has been learned by the way they have been treated themselves. It is important not to reinforce this behaviour by acting as adults in a bullying manner but to teach alternative ways of behaving. This work may be undertaken by the class teacher or other member of staff including our Learning Mentor.
- Follow up work with the victim – must give them the message that no-one deserves to be bullied. Making sure they have a ‘buddy’, finding a way to give them status with their peers. If there is an aspect of their social behaviour that makes them vulnerable to bullying, this should be taken up at a later date by teaching them very specific social skills such as how to join in games or conversations.
- Follow up work with the bystanders – must give them an opportunity to talk about their feelings about what happened, to say what they think the victim’s feelings were. Through a medium such as Circle Time thought would be given to how they could have behaved differently in order not to collude with what was going on.
- Follow up work with the parents – how parents are involved is crucial to the success of the work with pupils. We are aware of the feelings of the parents of a victim or a bully. We will listen to them and explain the course of action we propose to take and the reasons why.

- Bullying will be treated like any other discipline issue and the school's Behaviour Policy will be used for guidance as to the appropriate sanctions for children breaking our school rules.

### **What are we doing to prevent bullying?**

We have clear school rules that are followed by all.

The school follows the assertive discipline policy, which celebrates and rewards good behaviour.

We provide equipment and teaching games to encourage positive play on the playground e.g.: friendship stops.

We are enhancing the school grounds by providing designated areas for sitting/ playing etc.

We give older pupils responsibilities for supporting younger members of the school, for example reading times and playtime.

We work regularly with children to promote an anti bullying ethos. (See appendix 1)

## **Appendix 1**

### **Examples of how anti bullying ethos is incorporated into the curriculum:**

- Talk to children about the definition of bullying and how it differs from other types of conflict or disagreements they may have with their peers.
- Use stories and role-play to illustrate the hurt it can cause, without stereotyping or glamorising the role of the bully.
- Through literature encourage discussion to explore feelings and different points of view.
- Teach children to be assertive and to work co-operatively.
- Teach mediation or conflict resolution skills.
- Raise awareness about bullying and the anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach children how to constructively manage their relationships with others.
- P.E. is a critical subject where we are aware of the child who is not well co-ordinated or physically competent. Staff will ensure that they are not made to feel inadequate or vulnerable to ridicule. Co-operative behaviour will be encouraged.
- Through the curriculum it is possible to explore issues such as;
  - 1 'Why do people bully?'
  - 2 'What are the effects of bullying on the bullied, on bullies and on bystanders?'
  - 3 'What can we do to stop bullying?'

## **Appendix 2**

### **Proactive Teaching Approaches which actively support co-operative behaviour and our anti-bullying ethos:**

- Good lesson planning and preparation.
- Greeting pupils openly in the morning and making/accepting personal comments to them.
- Leading by example and behaving towards pupils politely and with respect.
- Involving pupils in setting explicit rules for appropriate behaviour.
- Setting tasks which involve collaborative problem solving.
- Adopting a teaching manner which displays respect for all points of view and contributions and which generates an atmosphere of trust.
- Ensuring acceptance of all contributions to a lesson, incorporating them whenever possible, being aware of different abilities in the variety of subjects taught.
- Providing opportunities for pupils to discuss their work with one another.
- Being aware of the dynamics with and between groups in the class.
- Using Circle Time to involve pupils in solving problems which affect them.
- Adopting a collaborative approach to the resolution of any form conflict between pupils.
- Avoiding colluding with any apparently light hearted comments about others which may be offensive to them.

## Appendix 3

### Anti Cyber Bullying Policy

#### What is cyber bullying?

There are many types of cyber bullying. Although there may be some of which we are unaware, here are the more common.

1. **Text messages** —that are threatening or cause discomfort - also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
2. **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. **Instant messaging** (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
7. **Bullying via websites** — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and MySpace – although there are others.

**At Outwoods Edge Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.**

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats.

#### **At Outwoods Edge Primary School, pupils are taught how to:**

Understand how to use these technologies safely and know about the risks and consequences of misusing them.

Know what to do if they or someone they know are being cyber bullied.

Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

Outwoods Edge Primary School has:

1. An Acceptable Use Policy (AUP) that includes clear statements about e-communications
2. Information for parents on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.
3. Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence

### **For pupils:**

#### **If you're being bullied by phone or the Internet**

Remember, bullying is never your fault. It can be stopped and it can usually be traced.

Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.

Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

Don't give out your personal details online - if you're in a Chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.

Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There's plenty of online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips:

**Text/video messaging** - You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. If the bullying persists, you can change your phone number. Ask your mobile service provider. Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence. Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

**Phone calls** - If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.

1. Always tell someone else: a teacher, parent, or carer. Get them to support you and monitor what's going on.
2. Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not. You can use your voicemail to vet your calls. A lot of mobiles display the caller's

number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it.

3. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

### **Emails**

1. Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction. Keep the emails as evidence. And tell an adult about them. Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, e.g. **abuse@hotmail.com**
2. Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

**Web bullying** - If the bullying is on a website (e.g. Bebo) tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity. Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your parent or teacher will help you do this.

### **Chat rooms and instant messaging**

1. Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.
2. Don't accept emails or open files from people you don't know.
3. Remember it might not just be people your own age in a chat room.
4. Stick to public areas in chat rooms and get out if you feel uncomfortable.
5. Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
6. Think carefully about what you write; don't leave yourself open to bullying.
7. Don't ever give out passwords to your mobile or email account.

### **Three steps to stay out of harm's way**

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.
4. We believe that Facebook is inappropriate for primary aged children. They should not have a Facebook page or be using it to communicate with others.

### **The law is on your side**

The **Protection from Harassment Act**, the **Malicious Communications Act 1988**

And Section 43 of the **Telecommunications Act** may be used to combat Cyber bullying. People may be fined or sent to prison for up to six months.

## **Appendix 4**

### **Guidelines for dealing with a homophobic incident.**

In primary schools homophobic bullying may often take the form of verbal abuse. This abuse may include spreading rumours that someone is gay, suggesting someone or something is inferior and so they are 'gay' – for example, 'you're such a gay boy!' or 'those trainers are so gay!' Secondly, pupils may bully someone who has gay parents/carers or family members.

Incidents of homophobic name calling/bullying should be taken as seriously and responded to in a similar way to other incidents. Issues to take into consideration in order to respond to homophobia:

1. Take the incident and the young person seriously;
2. Be clear that everyone has the right to choose their own sexuality, to feel positive about that choice and to be free from discrimination;
3. Create an environment in which young people feel safe to report incidents of homophobic bullying;
4. Be aware of the language you use and the impact that may have;
5. Be aware of how frightening and isolating it may be to be the victim of homophobic bullying;
6. Acknowledge how that young person feels, e.g. sad, isolated, hurt, confused etc.

## **Appendix 5**

### **Bullying around Race, Religion and Culture**

All schools have a duty to promote race equality. At Outwoods Edge we aim to create an environment where racist bullying rarely happens and is dealt with convincingly when it does. Staff will teach children that racism and discrimination in any form is unacceptable during PSHE and assemblies and as the need arises. In addition, in order to promote a positive view of all races, the following areas will be explored through the curriculum we teach;

1. Shared humanity; similarity, sameness and universality
2. Difference and diversity: contrasting stories and interpretations
3. Interdependence: borrowing, mingling and mutual influence
4. Identity and belonging

At Outwoods Edge the following points outline how school staff will deal with incidents of racist bullying.

1. Children, parents/carers and staff are informed about the procedures for dealing with racist incidents and harassment during staff meetings and the availability of these policies on our school website;
2. Staff deal firmly, effectively and consistently with racist incidents, harassment and bullying;

3. Racist incidents and harassment will be recorded, investigated and reported to the LA ;
4. Staff will challenge any behaviour (verbal or written, e.g. graffiti, literature) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture in accordance to our behaviour policy. This includes:
  - racist comments or name calling
  - comments about appearance.
  - rejection by colour/religion or culture;
  - mocking language or accent;
  - denigrating religious observances or cultural traditions.

## **Appendix 6**

### **Bullying around SEN or Disability**

At Outwoods Edge we believe that it is essential that all learners, parents and staff understand what is meant by bullying. Some learners with SEN and disabilities are less likely than others to recognise and report bullying behaviour. They may need help to do this. The teacher and SENCO will judge each child's needs when considering what support to offer him/her when reporting or dealing with an incidence of bullying. For instance some children will struggle to remember details of an incident several days later. This means that in their case, action should be taken at once if it is to be meaningful. In this way children with SEN or Disabilities can participate in the school's behaviour procedures avoiding a feeling of powerlessness or helplessness. Moreover it is an example of how we can use a variety of methods to explore the issues of disability, SEN and bullying in a supportive and non-threatening way.

In addition the school will promote all children's rights by using positive examples of people with disabilities in their teaching. This will help to ensure the learning environment is welcoming, supportive and inclusive of children with SEN and disabilities.

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