



Anti – Bullying Policy

Statement of intent

East Boldon Infant School is committed to providing a supportive, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding things, threatening gestures) and using gestures which would intimidate psychologically
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, e.g., email or internet chat room misuse
mobile threats by text messaging or calls
misuse of associated technology, i.e. camera & video facilities

(Kidscape)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work

- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigate (Kidscape)

Indicators of the characteristics of bullying

| Can be mistaken for bullying but it is not bullying | Bullying where harm is intended | Criminal Activity |
|---|--|---|
| Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage | <u>PHYSICAL</u> biting hair pulling hitting kicking locking in a room pinching punching scratching spitting any other form of physical attack damaging a person's property <u>NON-PHYSICAL</u> Abusive language Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist remarks Sexually suggestive language Cruel remarks Spreading false/malicious rumours <u>NON-VERBAL</u> Direct Mean faces/rude gestures Indirect Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous Notes Videoing incidents | Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse |

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| | <i>Can be any one or a combination</i> | |
| | <u>***Bullying is usually repetitive, happening frequently and is not a 'one off' incident</u> | |
| Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying | Suggested School Action This should be handled by the school | Suggested School Action This should be handled by the police or other appropriate authorities |

(The Anti-Bullying Handbook Keith Sullivan Oxford OUP)

Pupil must be encouraged to report bullying in school.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make all staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Procedures

When dealing with incidents the following procedures should be followed:

- If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached.
- Class teachers informed.
- A clear account of the incident will be recorded and reported to the Headteacher/Deputy Headteacher.
- The Headteacher/Deputy Headteacher will investigate and interview all concerned and will record the incident.
- Parents will be informed and may be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, outside agencies will be consulted.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.

Pupils who have been bullied will supported by:

- Offering an immediate opportunity to discuss the experience with staff and Headteacher
- Reassuring the pupil
- Offering continuous support to child and family
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened with a member of staff and Headteacher.
- Discovering why pupil became involved.

- Establishing the cause of the inappropriate behaviour and outlining the necessary actions to change.

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in Citizenship, and Personal, Social and Health Education, Social and Emotional Aspects of Learning (SEAL) programme, assemblies and other subject areas as appropriate.

Staff Responsibilities:

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents
- To take appropriate action and refer to Headteacher.
- To record all incidents of bullying and inform parents.
- To use circle-time, PHSE, SEAL programme and assemblies to tackle incidents of bullying and support in modifying pupil's behaviour to promote non-confrontational situations.
- To monitor implementation of intervention strategies agreed with child and parents.
- To retain records for monitoring purposes.

Major incidents may lead to the involvement of outside agencies.

Any incidents of bullying will be reported to the LA and Governing Body by the Headteacher.

Parent/Carer Guidance

East Boldon Infant School believe that parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues.

Parents and carers can:

- Talk with their children to discourage unacceptable behaviour.
- Discuss how our actions can make other children feel.
- Give praise when your child displays co-operative behaviour and kindness to others.

If you are concerned do make an appointment to meet your child's teacher or Headteacher.

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness.

The policy will be shared, implemented and reviewed with staff/pupils/parent-carers and governors.

This policy was reviewed by the Governing Body March 2019.

It will be reviewed March 2021.

Suggested resources for parents/carers:

Help organisations:

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| Advisory Centre for Education (ACE) | 0808 800 5793 |
| Children's Legal Centre | 0845 345 4345 |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204 |
| Parentline Plus | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| Bullying Online | www.bullying.co.uk |
| Parentline Online | www.parentlineplus.org.uk |
| Kidscape Online | www.kidscape.org.uk |

Books

- Your Child Bullying Alexandra Jenny, Element, 1998.
Feel the Fear and Do It Anyway Jeffers, Susan Arrow, 1991.