



Striving for Excellence

ANTI BULLYING

1. Introduction

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person on more than one occasion. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- 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 focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Prevention

Curriculum

We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos by:

- Raising awareness about bullying behaviour as part of the work on relationships that each class does in PSHCE every year. Mobile phones are not allowed in school and children will be taught about mobile phone bullying and safe internet use in PSHE.
- Teaching pupils how to challenge bullying behaviour
- Using weekly assemblies & circle time

Environment

We will ensure that the external environment supports play and good behaviour by having a set of clear expectations across the school: Ryefield creed. Where appropriate, teachers use a variety of approaches to develop cohesiveness/teamwork within the class, and Kagan teaching structures promote positive interdependence.

Reporting

We will encourage pupils to report incidents to:

- Teachers
- Supervisors
- Teaching Assistants
- Parents
- Other children

And by treating them seriously and investigating them fully. All accounts will be listened to and the children watched at play.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- 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
- comes home starving (money / lunch has been stolen)

- 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
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

2. PROCEDURES

For any suspected cases of bullying, the following steps should be taken:

1. Report bullying incidents to staff
2. In cases of bullying, the incidents will be recorded by staff
3. Bullying incidents to be logged on CPOMS
4. Where appropriate the parents of all parties involved should be informed and will be asked to come in to a meeting to discuss the problem
5. If necessary and appropriate, the relevant external agencies will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
7. An attempt will be made to help the bully (bullies) change their behaviour
8. The child being bullied will be supported by all members of staff involved

How the school will support the child being bullied:

1. We will offer an immediate opportunity for the child to discuss the experience with their teacher or a member of staff of their choice
2. A record of the bullying will be kept as evidence and we will discuss how we will respond to concerns and build resilience as appropriate.
3. We will reassure the pupil and provide continuous support as and when needed.
4. Our ultimate aim will be to restore self-esteem and confidence
5. We will engage with the wider community and local/national organisations to provide further or specialist advice and guidance
6. Where appropriate, we will provide the individual with the opportunity to access some of the social skills groups run by The Hub.

How the school will help the child who has bullied:

1. Discussing what happened and establishing the concern and the need to change the behaviour
2. Informing parents/carers to help change the attitude and behaviour of the child
3. Providing appropriate education and support
4. If online, requesting content be removed and reporting account/content to service provider
5. Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
6. If deemed necessary, working with outside agencies
7. Where appropriate, we will provide the individual with the opportunity to access some of the social skills groups run by The Hub.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Ongoing support will be given to both parties to ensure they feel supported, valued and listened to.

3. PREVENTION

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

HELP ORGANISATIONS:

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

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Review Framework

Revision History

Date of this revision: September 2018

Date of next revision: September 2019

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Revision date	By	Summary of Changes Made
<i>March 2016</i>	<i>Curriculum Committee</i>	

Approval

Name	Signature	Title	Date of Issue	Version