

ATHELSTAN COMMUNITY PRIMARY SCHOOL

Anti - Bullying Policy February 2015

Bullying is a hurtful behavior e.g. name calling, nipping, kicking, jostling, taking belongings, excluding from games and activities, cyber (which includes use of mobile phone and internet) etc. It is deliberate. It is against the rules of the school, especially the following –

- keep hands and feet to yourself;
- do not hurt anyone with words or actions;
- be polite to everyone.

If friends fall out, this is not bullying and should not be treated as such.

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 should feel able to tell a member of staff

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 are 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 would 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- becomes withdrawn anxious, or lacking in confidence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 to harm self 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

We have a pro-active approach

....which means we organise ourselves to minimise the likelihood of, and opportunity for bullying.

1. Children will have adult supervision at all times, and never be left without it. This means that;
 - when they arrive at school (between 8.30 and 8.40), they will come into the classroom where their teacher will be waiting.;
 - at breaktime they will go out to play, if they are kept in their teacher will stay with them until the duty teacher arrives and takes over;
 - when they change for PE, their teacher will keep a careful eye/ear on what is happening in the changing rooms;
 - if the teacher has to leave the class to collect materials etc, she will ask the teacher next door, to listen for the class;
 - when the children are getting their coats and bags from the cloakrooms before breaktimes or home times, the dinner lady or teacher, will make themselves aware of what is going on;
 - at the end of the day, teachers will check their children have left the building, and are not hanging around to hassle others and where ever possible accompany the children around to parents
 - When ever possible the Headteacher will welcome KS2 children at the start of the day to facilitate a calm and orderly start to the day .
2. We will organise events, routines and furniture to avoid opportunities for bullying. This means that;
 - in the classroom the children will not all go to collect items at once, and have the chance to jostle and hurt each other – the layout and the routine will be planned to avoid this;
 - teachers will not surround themselves with queues and groups, so they cannot see the class, nor will dinner ladies;

- at playtimes a teacher or a dinner lady will be on indoor duty, checking toilets, changing rooms, classrooms and cloakrooms;
 - we will aim to have quiet calm rooms everywhere, to minimise an aggressive attitude among the children;
 - children will be handed over to the dinner time staff, in a calm prepared state;
 - at assembly time the children will be encouraged to think about how we can have safe playtimes, and through school council to share in monitoring our progress via the Accident Sheets from time to time;
 - at playtimes the adults will watch for play, which might potentially lead to problems, and intervene to suggest changes before the problem develops. Staff should also praise good behaviour (e.g. kindness, sharing etc) in all children, while they are supervising any activity, to make children aware that we are always thinking about their behaviour and noticing them.
3. We will challenge and take action on any incidents of name calling, threatening or hurting others, seriously. There are instances of community bullying going on outside our school, and our children have to learn that in school, different expectations apply. The Behaviour/Discipline Policy covers much of this ground, and should be read alongside this policy.
- bullying including name calling, should be reported to the class teacher who can collate all information on a child, and can take appropriate action, which may lead to involving school management, parents and NYCC Support Services. However, each separate incident should be investigated carefully, as sometimes a child gets a bad name and gets blamed unjustly;
 - if a child is known to be bullying/being bullied, all supervisors and teachers must be told so they can keep a preventative eye on the situation;
 - “telling tales”, i.e. rightly complaining can, lead to the complainant being victimised, so the bully can be told, “Miss O’Donnell saw you out of the window”, or something similar;
 - An attempt will be made to help the bully (bullies) change their behaviour, sanctions should be used against bullies, i.e. a playtime bully kept in, a home time bully kept back to let others go home safely; they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge; they learn how they can take steps to repair the harm they have caused.
 - bullied children can be helped to think ahead, and avoid situations where they could be bullied. Sometimes they are short of friends, and can be helped to make and keep friends.
 - Children who watch bullying must be mobilised against it, and it should be discussed with them what they should do if they hear name-calling or see others being hurt. It is nearly as bad to condone bullying, as it is to actually do it. They have some responsibility if they watch, without going to get help. Pupil support systems are in place to prevent and respond to bullying
 - After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

More details regarding Section 3 – Dealing with incidents of bullying – what to do.

If you are supervising a playtime/dinnertime, and a child comes to complain of another child name calling/threatening/bothering etc, it is not our policy just to say “go away and play”. If a child thought that was the answer to the problem, they would have tried it already! Instead, listen to the complainant, speak to the child who is supposed to have

caused the problem, and to any bystanders. Explain to the problem child why the behavior was wrong, what should have been done instead, then encourage the complainant to be involved in some playtime activity – if necessary find them someone to play with. In the short term this will take more time than saying “go away and play”, but it may save time in the long term.

The class teacher is a key figure in sorting out persistent bullying, and their role is crucial! As well as dealing with the incident at the time (above), please let the class teacher know if any child in their class is a victim, or a bully. Dinner ladies and teachers need to take a notebook out on duty. Dinner ladies will verbally report bullying incidents to the class teacher after lunch; teachers will put the page from their notebook in the relevant teacher’s tray. The class teacher will want to speak to the children concerned, and encourage alternative behaviour as suggested in Section 3. This may well include informal talking to parents. However, if a bullying problem persists unresolved for 3 incidents, the senior staff, the Assistant Head and the Head Teacher should be informed. All staff will be told, in order to help with supervision. The Head Teacher will want to try the “method of shared concern”, suggested in the DCSF book and, if the problem still persists, will need to formally talk to the parents of all concerned. At this point the use of a behaviour book etc, would be appropriate.

If a serious matter is developing *such as a complaint of bullying by a parent*, there is no need to go through all these stages - it can be brought to the Senior Staff AND both the Assistant Head and Head Teacher at once.

Reminder - if a parent makes a complaint or expresses a concern regarding bullying or any other issue, it is policy to follow up/conclude the matter, as well as arrange to deal with the concern.

Prevention

- Participating in events, such as anti-bullying week
- Including school council to implement ideas
- Adhering to 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 having discussions about bullying and why it matters

Head Teacher –

1. will take an active part implementing this policy, including integrating it into the PSHE policy through SEAL;
2. will use assembly time to remind children of the policy/philosophy again using SEAL material;
3. will review the bullying policy with lunchtime staff, and will arrange to meet with them briefly each week, to hear how playtime behaviour is going.

Class Teachers – (as part of PSHE for this term)

1. will use one or two PE sessions to teach games for playtime – skipping games, variety of tig type games etc;

2. will discuss with the class what is bullying, why not to do it and what bystanders should do etc. When you do circle time, is a good time for this discussion;

Dinner Ladies –

1. will try to generate activities and games, to include all children;
2. will pass on ideas to the Head Teacher, for new games and activities for playtimes;
3. will discuss dinnertime behaviour weekly, with the Head Teacher.

See also - other Athelstan documents:

- Playtime information for children
- Behaviour/Discipline policy
- The art of being a Dinner Lady

Other Resources

- DCSF Bullying Pack
- KIDSCAPE (Parents Helpline - 0845 1 205 204)
- Bullying Online www.bullying.co.uk

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