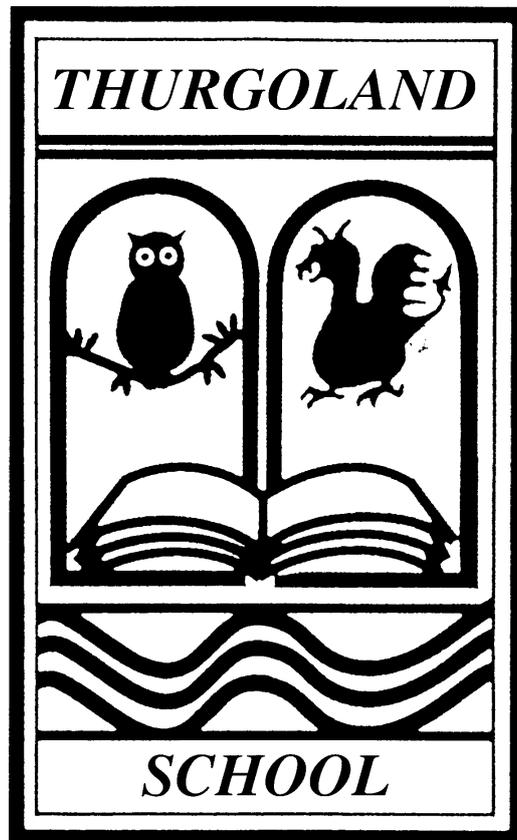


# Thurgoland C.E. Primary School



## Combating Bullying

Reviewed May 2019  
Next review Summer 2020

# COMBATING BULLYING

## Statement of Intent

The aims and objectives of Thurgoland C.E. Primary School in formulating this statement are:

- To help eradicate instances in which pupils are subjected to bullying in any form.
- To ensure that all pupils, staff and parents are aware of our approach to bullying and fulfil their obligations to eradicate it in our school.
- To support the understanding by all parties of what constitutes bullying and the impact this can have.
- To establish an agreed means of dealing with any instances of bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.

## What is Bullying?

We define bullying as “behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual”.

Any form of bullying has three distinct characteristics:

- It is deliberately hurtful behaviour.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying could include any of the following:

- Being called names that the victim finds hurtful or offensive
- Teasing deliberately to cause hurt
- Being hit, pushed, pulled, pinched or kicked.
- Having their possessions taken.
- Receiving abusive text messages or e-mails. (See cyber bullying below)
- Being forced to hand over money.
- Being forced to do things they don't want to do.
- Being ignored or left out.
- Spreading of harmful messages about the victim through gossip etc.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement

- Behaviour that all parties have consented to and enjoy (though be aware that coercion can be very subtle).

### **Bullying linked to Prejudice and Discrimination**

Bullying can also be linked to behaviour which involves prejudice or the targeting of certain individuals or groups – for example homophobic, biphobic or transphobic bullying, bullying of children with special educational needs and disabilities, bullying related to health conditions and allergies, bullying related to race and religion, bullying of children in care or who have been adopted, bullying of children who care for their parents or their siblings (young carers), and gender-based bullying.

### **Cyber Bullying**

The development of internet and mobile phone technology has provided different tools and methods for bullying others that we call cyberbullying. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. Cyberbullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion from social networking and impersonating of others to cause harm. Our pupils will be taught to use the internet, e-mail and mobile phones in a responsible and caring manner. Please refer to the school's E-safety Policy for further information.

### **Aims and Ethos**

In line with the values and beliefs encompassed in our school aims, this Policy may be considered in the context of the following statements:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks.
- Victims of bullying will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
- The harmful effect on pupil well being and performance, which can be occasioned by bullying, is recognised and the school is committed to combating all bullying behaviour.
- The school is committed to providing up to date training for all staff.

Bullying must therefore be tackled because:

- It makes pupils unhappy.
- It can lead to physical and psychological injury.
- Pupils cannot concentrate if they are being bullied.
- Some pupils avoid being bullied by not going to school.
- Pupils who observe unchallenged bullying behaviour are more likely to copy this anti-social activity.

- Pupils feel let down by adults if they see no action being taken about bullying.

### **Persons Covered by this Policy**

All pupils, whether permanently or temporarily on the school roll, will be covered by this Policy.

### **Actions taken to Combat Bullying**

Creation of appropriate climate by:

- Teaching about bullying through our Personal, Health and Social Education curriculum, R.E. circle time and during assemblies.
- Teach and promote assertive behaviour strategies – teach responses to verbal, physical and online attacks and when they might seek support from others.
- Building individual pupil's self-esteem to enable them to cope in a range of situations.
- Celebrate diversity and promote respect for all members of the school community.
- Ensuring that pupils, staff and parents have a good understanding of what constitutes bullying.
- Ensuring that there is a clear expectation that all staff are vigilant and report any suspected bullying, or circumstances that may lead to bullying, to the head teacher or deputy head teacher immediately.
- Establishing and developing a climate of responsibility where pupils are prepared to discuss the topic of bullying i.e. in circle time.
- Involve pupils in creating a positive atmosphere in school and helping to monitor the standard of behaviour ie through pupil questionnaires, school council meetings.
- Establishing the support of parents in the processes of understanding and dealing with bullying.
- Constant reminders of the school's golden rules with specific reference to preventing bullying.
- Information evenings to include the issue of bullying.
- Provision of information – books, leaflets etc. to support pupils, parents and staff.
- Access to an interesting environment and activities during lunchtimes / breaktimes – sports activities, clubs.
- Access to peer mediators trained to support pupils at break times.
- Participate in Anti-bullying activities e.g. in Ant-bullying week.

Reducing the opportunity for bullying or avoiding behaviour escalating into bullying by:

- Continued monitoring of the school environment, procedures and practices, in an effort to reduce the risks of bullying behaviour occurring.
- Supporting identified pupils who may be subject to bullying.
- Supporting identified pupils who may be prone to bullying through behaviour management plans, individual support, use of social stories etc.
- Provision of adequate training for all staff, teaching and non-teaching to ensure they are able to support pupils in a competent, caring and efficient manner.
- Bullying included as a regular agenda item at the student/staff council meetings.

Additional activities we have also found beneficial include:

- Circle time
- Circles of friends
- Peer Mentoring
- Peer Mediation
- Befriending
- Conflict Management

### **Procedures to follow**

In the event of any bullying occurring the following procedures should be followed.

Any reported or discovered incidents of bullying should be referred to the headteacher.

The headteacher alongside other appropriate members of staff e.g. the classteacher will investigate the incident, interviewing all pupils involved and any others who may be able to provide information.

The incident should be recorded on the appropriate reporting proforma or the behaviour record book – available from the headteacher.

The parents of pupils involved will be notified and have the opportunity to meet with the headteacher to discuss the issue.

An action plan will be drawn up which will include:

- Support for the victim e.g. counselling by a member of staff, or outside agencies.
- Sanctions for the perpetrator/s.
- Behaviour/ support plan for the perpetrator/s
- Agreed methods for monitoring to ensure the problem is resolved and does not re-occur.

In the instance of sustained or serious incidents of bullying, that have or could lead to a child suffering significant harm, school staff will refer to the school's Child Protection Policy.

### **Sanctions**

If a pupil has acted as a bully, they will be kept in detention at playtimes and lunchtimes - to complete work about the consequences of their actions.

An action plan will also be completed containing targets aimed to prevent perpetrators bullying again, with a built in process of review.

Parents will be notified about their son or daughter's conduct and the sanctions to be imposed as a consequence and further actions taken to prevent reoccurrence.

A referral to appropriate agencies may be made for the family to address any underlying causes of the behaviour

Fixed term exclusion would be used if victims are placed in immediate danger or a pupil was not responding to other sanctions.

### **Pupil Responsibilities**

It can be difficult for staff to effectively monitor all possible incidents of bullying, pupils can assist in the following ways:

- Recognise and help younger children recognise when bullying is taking place and when it is a fight or quarrel.
- Report all incidents of bullying to the Class teacher and/or Headteacher.
- Ask parents to report incidents if they are reluctant to do so themselves.
- Report incidents involving other children if they think the victims are frightened to do so themselves.
- Not supporting or encouraging anyone who acts as a bully.
- Not acting as a bully themselves.

### **Bullying Outside the School Premises**

The school does not condone bullying in or out of school. The school will intervene as far as possible, in incidents involving our pupils, which take place outside school time as this will have an impact on the child's well-being and ability to maximise all learning opportunities. Any intervention will follow the same procedures as outlined above.

### **The Role Parents Can Play**

- Help their children understand the difference between bullying and quarrels.

- Stress to their children the importance of sociable behaviour at all times.
- Listen to their children and assist them with any friendship problems.
- Approach the school if their children are having any problems in respect of bullying. (Parents may be asked to complete a bullying incident form).
- Making the school aware of any personal circumstances that could affect their children's behaviour in school.
- Supporting the school if their children are involved in any bullying.

### **The Role Governors Can Play**

- The Headteacher reports termly to the governors any incidents of bullying and actions taken, thus allowing them to review procedures and practices, making amendments where necessary.
- The governor responsible for assisting the school in eradicating bullying is Mr James Harding. He may be called upon to act in the following ways:
  - Attend meetings between the school staff and parents to act as an intermediary / independent supporter.
  - Provide support for victims and their families.
  - Support the school staff through more advanced sanctions.

### **The Role of Outside Agencies**

The school will make full use of the support of outside agencies in order to eradicate bullying. This may take the form of seeking advice or referring parents and pupils to organisations which can provide assistance. See list below.

### **Evaluation Procedures**

In order to monitor the effectiveness of this policy the Headteacher will record:

- Variations in the number of reported incidents over a given period.
- Feedback from the student council/circle time etc in respect of bullying.
- Feedback from parents on how we respond to bullying.

### **Policy Ownership and Responsibilities**

This policy will be considered to be a living document. As such it will be periodically updated and reviewed.

Ultimate responsibility for implementation will rest with the headteacher, however it is important to remember that all staff, pupils and parents have an active part to play in monitoring, developing and maintaining the policy.

The ultimate aim is always to provide a learning environment free of any threat or fear, thus being conducive to the attainment of individual aspirations.

Services able to support parents, pupils and school staff:

Educational Psychology Service

Barnsley Safeguarding Children's Board

NSPCC 0808 800 5000

Childline 0800 1111

Anti-Bullying Alliance Website: <http://www.anti-bullyingalliance.org.uk>

Barnsley MBC Early Help for Families – call Families Information Service 0800 0345

340 for information/advice

### LIFE IN SCHOOL CHECKLIST

We are trying to find out what life in school is like for you. Please complete the checklist honestly. You do not need to write your name on it. Just put a tick per question in the column that fits you the best.

I am a boy  I am a girl  Age  Year

	During this week another pupil:	Not at all	Once	More than once
1	Called me names			
2	Said something nice to me			
3	Was nasty about my family			
4	Tried to kick me			
5	Was very nice to me			
6	Was unkind because I am different			
7	Gave me a present			
8	Said they'd beat me up			
9	Gave me some money			
10	Tried to make me give them money			
11	Tried to frighten me			
12	Asked me a stupid question			
13	Lent me something			
14	Stopped me playing a game			
15	Was unkind about something I did			
16	Talked about clothes with me			
17	Told me a joke			
28	Told me a lie			
19	Got a gang on me			
20	Tried to make me hurt other people			
21	Smiled at me			
22	Tried to get me into trouble			
23	Helped me carry something			
24	Tried to hurt me			
25	Helped me with my class work			
26	Made me do something I didn't want to			
27	Talked about TV with me			
28	Took something off me			
29	Shared something with me			
30	Was rude about the colour of my skin			
31	Shouted at me			
32	Played a game with me			
33	Tried to trip me up			
34	Talked about things I like			
35	Laughed at me horribly			
36	Said they would tell on me			
37	Tried to break something of mine			
38	Told a lie about me			
39	Tried to hit me			

Thank you for taking time to complete this checklist

## HOW I FEEL IN SCHOOL

Tick the face that shows how you feel

Is there anywhere in school you feel unhappy?

I feel

Happy

Sad

On my way to school



While I'm waiting in the playground



Do you tell the teacher if you are unhappy?

When I'm in the classroom



Playtime in the playground



Wet play times



How can we make you feel safer?

Dinnertime in playground



Wet dinnertime





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