

# Seaview Primary School



## Anti-Bullying Policy

## **Introduction**

Our school is a large primary school situated in Seaham and we provide full time education for children aged 4-11 years and we offer a 26 place nursery. The school welcomes children from all backgrounds irrespective of gender, disability, race and different culture. Our current FSM (free school meal) entitlement is 14.9%.

## **Policy Information**

The Governors of Seaview Primary School adopted the Local Authority Anti-Bullying Policy some time ago but it is reviewed on an annual basis. The policy and subsequent guidelines have been updated by the Head Teacher, who has specific responsibility for ensuring that children and staff work in an anti-bullying environment.

## **Principles**

Seaview Primary School seeks to provide a safe, secure and positive environment in which children can develop and grow making full use of the range of facilities available to them. Children and the adults involved with them are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation.

At Seaview Primary we will seek to ensure that we will:

- ✓ Actively listen to children
- ✓ Act appropriately on information received

In doing this we will ensure that a safe, secure, positive environment exists, enabling all who work within our school community do so in the knowledge that help, and above all action, will be taken to eradicate bullying.

## **Definition of Bullying**

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can bully. The nature of bullying is changing and evolving as technology develops. Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes: - Name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts heard from children and young people, bullying is considered to be;

- ✓ Repetitive, wilful or persistent
- ✓ Intentionally harmful, carried out by an individual or group
- ✓ An imbalance of power leaving the victim feeling defenceless

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context. Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

## **Victims**

Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.

The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school,

and in some cases, self-harming or taking their own life. The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates. Research evidence has shown that victims of bullying may be more likely to experience mental health problems. Victims of bullying may well become socially excluded – which is a clear risk factor to becoming engaged in crime.

### **Bullying Behaviour**

Bullying behaviour is not a natural part of growing up and should not be seen as such. Children and young people who bully are unlikely to stop while they can continue unchallenged.

### **Others**

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next. Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullies in another. For children transferring from primary to secondary schools the fear of bullying is widespread. Evidence has shown that bullying is a major concern for parents and children of all ages.

### **Policy to Practice**

We firmly believe that for an anti-bullying policy to operate successfully requires the full co-operation of children, staff, parents and governors in ensuring that this is a priority in the day to day life of the school. We see the implementation of our Anti- Bullying Policy as being a partnership between the children, staff, parents and governors. An extension of this partnership will include other agencies and organisations in supporting our practise.

#### **Children**

We will do this by:

- ✓ Encouraging children to talk openly about their experiences in lesson time, as part of our PSHCE programme.
- ✓ Raising awareness of anti-bullying through assemblies
- ✓ Making all children aware of the consequences of being bullied and being a bully.
- ✓ Provide a direct line of communication if necessary to a child with genuine fears. This will be directly to the Headteacher and / or the Deputy Headteacher.
- ✓ Using our Ambassadors as a way of promoting friendship and 'looking after one another'
- ✓ Involving our Ambassadors in implementing any policy with regard to anti – bullying.
- ✓ Ensuring that any child who alleges they are being bullied is made safe.
- ✓ Investigating all concerns.
- ✓ Respecting confidentiality

#### **Staff**

**Children have the right to be safe. All staff have a responsibility to keep them safe.**

We will do this by;

The following actions may be taken to ensure that awareness of bullying is raised within an organisation: -

- ✓ Delegating the responsibility for the implementation of this policy to the Headteacher and Deputy Headteacher
- ✓ Providing a safe, listening environment in which adults are able to listen to concerns regarding bullying behaviour
- ✓ Keeping staff and children informed of developments on bullying issues by posters, leaflets, whiteboards and in schools, assemblies and PSHCE lessons.
- ✓ Specifying clearly those types of behaviour which are considered to be bullying and therefore unacceptable.
- ✓ Positively encouraging co-operative behaviour and rewarding non-aggressive behaviour.

- ✓ Raising awareness through school assembly and visitors to school to tackle bullying behaviour.
- ✓ Providing support to victims of bullying.
- ✓ Providing support to those alleged to be bullying.
- ✓ Identifying and providing appropriate staff training about bullying.
- ✓ Reviewing arrangements for supervising children in the physical environment.
- ✓ Making the environment attractive and “owned” by the children.
- ✓ Monitoring of the frequency and nature of bullying within the organisation.
- ✓ Reviewing the Anti-Bullying Policy and procedures on an annual basis.

#### Parents

We will do this by:

- ✓ Making new parents aware of the school’s Anti- Bullying Policy via the school brochure, website and induction meetings.
- ✓ Ensuring confidentiality.
- ✓ Involving parents and other organisations, if necessary, at an early stage.
- ✓ Listening to parental concerns and taking appropriate action.
- ✓ Reporting back to parents on progress of investigations

#### Governors

We will do this:

- ✓ Receiving reports from the Headteacher on the implementation and management of this policy.
- ✓ Reviewing our policy and provision on a regular basis

#### **Staff Development**

Staff training and development are linked with the needs of the school and the individual training needs of the staff. These will come about following consideration of previous inspections, action plans and identified staff needs.

#### **Monitoring and Evaluation**

The Leadership Team and the Children’s Committee will be responsible for monitoring this policy in order to ensure its effectiveness throughout the school. Any changes that are made will be reported to the Children’s Committee.

#### **Anti Bullying Guidelines**

Our guidelines are based upon three important points:

- ✓ We cannot expect children and young people to draw attention to bullying when it happens – the adults must accept responsibility and take steps to make sure that they are aware of what is happening.
- ✓ It is up to **all** adults within an organisation to take bullying seriously, and to do something about it.
- ✓ Adults must be a positive role model in the way they treat other adults, or children and young people. Their own behaviour must not be seen to encourage bullying.

#### **Signs of Bullying**

**The behaviour of children is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child’s behaviour changes.**

There is a need to be alert to the possibility that bullying is occurring. These are some signs which need to be investigated sensitively: -

The child or young person may:

- ✓ Become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- ✓ Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- ✓ Have sleep or appetite problems.
- ✓ Have more difficulty in concentrating.

- ✓ Show variation in performance.
- ✓ Have cuts, bruises or aches and pains without adequate explanation.
- ✓ Request extra money or start stealing.
- ✓ Have clothes or possessions which are damaged or lost.
- ✓ Complain of illness more frequently.
- ✓ Show a marked change in a well-established pattern of behaviour e.g. A sudden loss of interest in a previously favoured activity; changing times of coming to and going from the house; a reluctance to (or no longer wishing to) leave the home; a request to change school; a refusal to return to a place or activity

**THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING**

Some victims of bullying do not appear to reveal any outward signs

**Guidelines for Parents / Families of Children being Bullied**

**YOUR CHILD HAS THE RIGHT TO BE SAFE. YOUR CHILD HAS THE RIGHT TO EXPECT OTHER PEOPLE, INCLUDING YOURSELVES, TO HELP KEEP HIM OR HER SAFE.**

If you suspect your child is being bullied:

- ✓ Talk to your child about what is happening
- ✓ Be calm
- ✓ Show sensitivity
- ✓ Show concern
- ✓ Reassure your child that he or she is not to blame
- ✓ If at all possible, act with your child's agreement;
- ✓ Contact someone in the organisation
- ✓ Expect the organisation to take you seriously and take appropriate action;
- ✓ Maintain contact and work with the organisation

**Some Do's and Don'ts**

- ✓ Do listen to your child
- ✓ Do take your child's concerns seriously
- ✓ Do encourage your child to tell you what has been happening and in particular to report any trouble that has been encountered
- ✓ Do help your child to try and find a safe solution
- ✓ Do talk to the organisation
- ✓ Do look for signs of distress shown by your child
- ✓ Don't ignore your child if they say they are worried about being with certain people or in certain places
- ✓ Don't tell your child: "Just put up with it". Bullying is never acceptable. Action needs to be taken to stop bullying.
- ✓ Don't tell your child to fight back. The bully may be stronger. Your child could be hurt or get into trouble.
- ✓ Don't immediately rush off and deal with the situation yourself, let the organisation know and leave it to them to deal with.
- ✓ Don't approach the parents / carers of the perpetrator as this can make things worse

**Guidelines for Staff on Anti-Bullying**

**ENSURE THAT BULLYING INCIDENTS ARE DEALT WITH PROMPTLY**

The following actions are appropriate for use with children and who are bullied and those who are involved in bullying.

- ✓ Ensure the immediate safety and well-being of children and young people

- ✓ Protect and support all parties while the issues are resolved
- ✓ Take the necessary steps to stop the bullying
- ✓ Listen to and treat children sympathetically
- ✓ Discuss the incidents of bullying and subsequent consequences
- ✓ Consider a range of strategies to ensure that bullying does not occur again

In addition:

- ✓ Record incidents and actions being taken and bring them to the attention of the Headteacher and / or Deputy Headteacher.
- ✓ Staff can help this process by recording incidents, times, dates and named participants on CPOMS.
- ✓ If necessary - inform parents and discuss the situation with them calmly. The decision to talk with parents is at your discretion. As a broad measure you may consider a single incident may not be worth reporting at this stage. On the other hand this incident may follow a pattern and intervention may be needed at this point.
- ✓ If you feel at any time that the situation could get out of hand, or you need the support of either the Headteacher or Deputy Headteacher, do not hesitate in seeking support.
- ✓ Once the incident has been logged on CPOMS and the Headteacher and / or Deputy Headteacher has been alerted, it becomes their responsibility.
- ✓ Maintain contact and work with parents
- ✓ Respond calmly and consistently

**REMEMBER: LISTEN, TAKE ACTION, RECORD AND FOLLOW UP**

***Reviewed - November 2018***