



Chair of Governors.....

Date.....November 2019

Review Date.....November 2021

## **Anti-Bullying Policy**

### **Rationale**

Everyone at Seaton Delaval First School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullies and their victims and help build an anti-bullying ethos in the school.

We aim to:

- Ensure that all children and adults within school have a common understanding of what bullying is;
- Minimise all forms of bullying;
- Communicate clearly to children and parents the school's strong response;
- Stress that the whole school community acts together on this issue;
- Continually work to maintain a warm and harmonious atmosphere within school;

### **Principles**

- All allegations of bullying will be carefully investigated;
- Pupil's, parents and staff will be encouraged to talk openly about the issue;
- As part of the curriculum, greater understanding of bullying in all its forms will be developed;
- Children will be taught strategies to help them deal with bullying situations which they may encounter;
- Staff will respond calmly and consistently to allegations or incidents of bullying;
- The school will protect and support all parties during school / extra curricular time and on school premises whilst issues are resolved.

## **Definitions of Bullying**

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves.

Bullying typically has seven elements:-

- *an initial desire to hurt*
- *the desire is expressed in action*
- *someone is hurt either physically or emotionally*
- *there is an imbalance of power*
- *it is without justification*
- *it is typically repeated*
- *there is evident enjoyment by those who bully*

It can take different forms:

- *Verbal bullying: name calling, insulting, making offensive remarks, use of threatening or provocative language, etc;*
- *Psychological bullying: excluding an individual from group play, spreading nasty stories*
- *Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property etc.*
- *Cyberbullying using the internet or mobile phones.*

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

## **Bullying by Race, Gender, Sexual Orientation [including LGBT] or Disability**

### **1. Racist Bullying**

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person" A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- *Verbal abuse - name calling, racist jokes, offensive mockery / mimicry*
- *Physical aggression or threats*
- *Wearing offensive or provocative badges or other insignia*
- *Bringing racist leaflets, comics or magazines into the school or organisation's premises*
- *Racist inciting of others*
- *Racist graffiti or other written insults including against food, music, dress or customs*
- *A refusal to associate with someone of other ethnic origin in work or play*

***For further information and guidance consult the Northumberland County Council anti racism policy***

### **2. Sexual Bullying including LGBT**

Sexual bullying is characterised by the following:

- *Abusive name calling*
- *Verbal abuse - name calling, sexist or homophobic/ transphobic jokes, offensive use of LGBT language*
- *Verbal abuse - directed at parents sexual orientation*
- *Looks and comments about appearance, attractiveness, emerging puberty*
- *Inappropriate and uninvited touching*
- *Sexual innuendoes and propositions*
- *Pornographic material*
- *Graffiti with sexual content including LGBT*

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

### 3. Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

- *Abusive name calling*
- *Physical aggression or threats*
- *Looks and comments about appearance, attractiveness*
- *Offensive graffiti*
- *A refusal to associate with someone with a disability in work or play*

Those who are being bullied may experience:

- *Unhappiness*
- *A sense of desolation and in some cases, desperation*
- *Reduced self esteem and self worth*
- *Poor academic performance*
- *Exclusion from normal social experience*
- *A strong desire to escape the situation which may result in absconding or truancy*
- *A desire to self-harm or even to commit suicide*
- *Unwillingness to attend or participate in activities*
- *Unwillingness to venture into some areas of a building*
- *Fear of walking to school or of using public transport*
- *Books or clothes destroyed*
- *Possessions and money going missing*
- *Signs of distress such as crying easily, lack of appetite*
- *Becoming withdrawn or disruptive and / or aggressive*
- *Stammering*
- *Stealing to pay the bully or replace missing possessions*
- *A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns*

- *A marked change in well established patterns of behaviour*

Those who are bullied are often reluctant to say what is wrong or to seek help.

### **Actions to Tackle Bullying**

We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

### **What Can Children Do If They Are Being Bullied?**

Remember that silence is the bully's greatest weapon.

Tell yourself that you do not deserve to be bullied and that it is wrong.

Be proud of who you are. It is good to be individual.

Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.

Stay with a group of friends/people. There is safety in numbers.

Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.

Fighting back may make things worse.

Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

Keep any evidence from cyberbullying (emails or text messages).

### **If a child sees someone being bullied they should:**

- NOT rush over and take the bully on;
- DO let a teacher or other staff member know;
- DO try to be a friend to the person being bullied;
- NOT let themselves be made to join in;
- DO try to help the bully stop bullying.

### **If you are a victim of bullying:**

- TELL a teacher or another adult in school;
- Tell your family;
- TAKE a friend with you if you are scared to tell someone by yourself;
- KEEP telling people until someone listens;
- DON'T blame yourself for what has happened.

### **Whole School Strategies to Minimise Bullying**

- The 'Playground Squad' are instructed to look out for bullying.
- A regular programme of PSHE work, with emphasis on role play, supports the policy.
- There is regular teacher - class discussion, e.g during circle time, dealing with friendship / playtime issues.
- Peer support is strongly emphasised : children will be taught how to effectively support a bullied child and how to resist "joining in" with bullying;
- There is provision for school members to report incidents anonymously through a worry box located in the boulevard.

### **Strategies For Dealing With Bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

If bullying is suspected we will:

Talk to the suspected victim, and any witnesses.

Identify the bully and talk about what has happened, to discover why they became involved.

Make it clear that bullying is not tolerated.

If the bully owns up then sanctions procedures outlined in the Behaviour Policy will be followed.

Incidents of bullying are recorded as such in the School Incident Log.

If the suspected bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure.

Continue monitoring the situation to ensure no repetition.

### **How the School Responds To Specific Allegations of Bullying**

All reported incidents of bullying will be investigated and taken seriously by staff members. Recording of bullying incidents will be through the use of the school's playtime & lunchtime report systems and the use of the 'Incident Report Form'.

1. Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be

- Another teacher known to them;
- A Teaching Assistant;
- A Lunchtime Supervisory Assistant.

The children must be given every opportunity to report the bullying in the first instance, but initially the class teacher will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.

2. The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
  3. Both bullied and bullying parties are informed that the situation is being monitored by the class teacher and the head teacher is informed.
  4. If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.
  5. As a result of the discussion clear expectations are laid down as to:
    - Expected behaviour and attitudes;
    - Where the bullying child should be at specific times of the day;
    - Who they should report to, and when;
    - Who they should keep away from;
    - What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending day.
- Individual circumstance will determine the precise arrangements to be made.
6. Support is given to the bullying child to raise their self esteem and develop appropriate social skills

### **Parental Involvement**

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- e) It is important that you advise your child not to fight back. It can make matters worse!
- f) Tell your child that it is not their fault that they are being bullied.
- g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- h) If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.