

Overdale C P School



Anti-Bullying Policy

Our Aims – Our Stance

This policy is designed to prevent bullying. The policy intends to show everyone how bullying is to be dealt with and how we work against it in practice.

- We have to acknowledge that bullying can and does take place – our school is no different to any other and bullying can be found in all aspects of life and amongst all age groups, societies and cultures. We believe our school community reflects the same issues that all schools in the area have. We are no different.
- We regard bullying as serious and will always take action against it.
- We do not accept it and will do everything we can to eliminate it from our school.
- Bullying can be hard to identify and complex to deal with. It needs sensitivity, vigilance, firmness and a clear, systematic approach.
- We expect all within the community to work against bullying and to be responsible in taking a stance against it.

Is it Bullying?

The term 'bullying' can be used mistakenly for all incidents where children find difficulties in getting on with others. To deal with bullying it is important that we understand it and can recognise it correctly. **We are doing children no favours by getting involved in all their fall-outs and arguments.**

Bullying is NOT when two children have a sudden fall-out and are upset or one comes off worse in an argument.

Most incidents are of this nature and parents/carers need to be realistic about their children's friendships. It is always upsetting to see children go through these times but parents/carers need to be able to distinguish between these common, normal fall outs and what real bullying is. Children will need help to unpick aspects of their play, friendships and socialising when things go wrong. They will also need help to put things in perspective. Children can be selective in what they remember of incidents and may need help in finding ways back into friendships again. However, neither parents nor teachers can make children's friendships for them. All children tend to fall in and out of friendships, but usually it is resolved. Incidents where young children are boisterous and rough, older boys push, shove, thump or older girls are very verbal with each other, need to be firmly dealt with through the normal

discipline sanctions, but they should not always be described as bullying incidents. Children can hurt each other and sometimes fights occur. This needs firm sanctioning and dealing with through the discipline policy.

What is bullying?

- It is a repetitive experience which causes distress at the time and a fear of repetition for the victim
- It is an intentional, organised conscious act
- It is to do with power over the victim
- It is systematic and intimidating
- It is a wilful, conscious desire to hurt, threaten or frighten someone
- Bullying can be physical, verbal or emotional by a single person or gang
- Bullying is found amongst children over the age of 7

How can we prevent bullying?

Prevention is better than cure so we:-

- Have a whole school approach that states everyone is responsible
- Constantly, each day, we uphold and model good behaviour and relationships
- Use the curriculum where possible to reinforce and give messages re good behaviour, citizenship and relationships
- Use the discipline policy to reinforce and support anti-bullying with clear rules and sanctions for all classes, which have been discussed at length with all children
- Encourage the caring and nurturing side of children
- Work for a caring, co-operative ethos, we discuss friendships
- Ensure effective supervision in playgrounds
- Positively encourage caring; define and discourage bullying
- Encourage children to take responsibility for their own behaviour
- Use vigilance amongst the school community and encourage an open approach
- Encourage and support the reporting of bullying – everyone has that responsibility (standing and watching is condoned as encouraging bullying)
- The organisation of KS1 and KS2 lunchtimes ensure more quality play is now possible, as there are fewer children in areas on the playground at one time
- We regularly discuss and review Lunchtime Supervisors' responsibilities
- Playground incidents are reported to the Class Teacher who may report them to the Headteacher.
- Bullying is condemned publicly in classes and in whole school gatherings, such as assemblies
- Bullying is unacceptable and we say so

- We host anti-bullying week in school every year and all classes produce a slogan. The slogan is displayed around school and sent home in a newsletter to parents.
- We have annual visits from the police to deliver assemblies about anti-bullying
- 'Childline' visit school annually to deliver assemblies and visit classes.

Opportunities to promote anti-bullying messages through the curriculum at Overdale C P School

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- The contribution of all pupils is valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- All forms of bullying and harassment are challenged
- Pupils are supported to develop their social and emotional skills

The curriculum includes all the planned learning activities, explicit and implicit, which Overdale School promotes. So when reviewing the curriculum for anti-bullying work Overdale School will review:

- The school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- The contribution to anti-bullying work in specific curriculum areas such as personal, social and health education (PSHE), citizenship and in the social and emotional aspects of learning (SEAL) programme
- How assemblies and class time can be used as teaching opportunities for anti-bullying principles and practice
- How transition is planned and delivered:-
 - at planned times (eg for Year 6 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support

Personal, Social and Health Education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the National Curriculum for PSHE pupils should be taught:-

- **Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

Foundation Stage

- I know I belong in my classroom
- I like the ways we are all different and can tell you something special about me
- I can tell you some ways in which children can be unkind and bully others
- I can tell you how it feels when someone bullies you
- I can be kind to children who have been bullied
- I know who I could talk to in school if I was feeling unhappy or being bullied
- I know what to do if I am bullied

Years 1 and 2

- I can tell you what bullying is
- I can tell you some ways in which I am the same and different from my friends
- I am proud of the ways in which I am different
- I can tell you how someone who is bullied feels
- I can be kind to children who are bullied
- I know that when you feel sad, it affects the way you behave and how you think
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied
- I know what to do if I am bullied

Years 3 and 4

- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I know how it might feel to be a witness to, and a target of, bullying
- I can tell you why witnesses sometimes join in with bullying or don't tell
- I can tell you some ways of helping to make someone who is being bullied feel better
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure
- I can problem-solve a bullying situation with others

Years 5 and 6

- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect types of bullying
- I can explain some of the ways in which one person (or group of people) can have power over another
- I know some of the reasons why people use bullying behaviours
- I know some ways to encourage children who use bullying behaviours to make other choices
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem-solving when I am part of one

If we come across bullying, what can we do?

We take all incidents seriously. Our handling of the situation will depend on the individual child and the circumstances. Not all incidents will be bullying, but if a child is hurt or upset and we know about it, something will always be done. Sometimes children will go home and say 'nothing was done' and we find this is usually the case when:-

- a) Children have gone back to class or another area of school, and the follow up was unseen by them
- b) The follow up was later in the day when a teacher could deal with the incident properly
- c) The follow up was done on the telephone or by another adult at a later time
- d) The child did not report the incident
- e) The incident was followed up but the child did not accept the result of it – they may have had a part to play in the incident

If we have bullying incidents reported or any are seen, we:-

- Listen
- Have monitoring systems of victims and bullies by teachers, playground supervisors and Senior Management to record incidents
- Incidents are investigated thoroughly before action is taken. All sides are given a chance to put their points of view. Other evidence may be collected from other children or witnesses
- We speak to the victims/bullies class generally and reward children who helped speak out about the bullying or supported 'victim'
- We may find a support group of children who will help the victim. We use peer pressure where we can
- We make bullies say sorry to victims
- We make bullies apologise to the class/peers
- We contact parents of victim and bully
- We may ask to meet parents to discuss concerns
- We talk to victims/bullies separately or together as appropriate. Bullies must face up to what they are doing and how it affects the victim
- If a child is worried about going out onto the playground the bully is kept in with them until they agree to ensure all will be well. We don't expect instant friendships but we do expect children to rub along together enough to prevent unhappiness.
- Bullies will be sanctioned as appropriate through the Discipline Policy of the school – see sanctions list
- In extreme cases, the Headteacher, with the Governors, can consider exclusion of a pupil
- The School Council discusses bullying regularly and they manage the agreement of the anti-bullying slogan.
- Playground buddies are trained to support their peers and be a bridge between child and staff

What can children do if they think they are being bullied?

Spending time telling children how to cope is important and should be done at school and home. Some of the following is taken from LEA guidelines.

Children need to know:-

- Ask for help
- There is safety in numbers
- Go round with a friend
- Stay with a group of people even if they are not your friends
- Get your friends together to help you say no to the bully
- Tell your friends when it happens, get them to help you tell someone
- Tell adults and keep on telling them until someone helps you or sorts out the problems you are having
- Try to do something different
- Try not to show the bullies you are upset
- Act confidently even though you may find it difficult to do so – walk confidently, crack a joke, laugh
- Fighting will make it worse. Say something confidently and walk away
- Walk past anyone who is calling you nasty things, ignore it and pretend you are not bothered
- Practice what you would say to a bully. Practice saying no to them in front of a mirror
- Look after yourself first
- Always try to walk away
- If you are different in any way – be proud of it
- Never accept that it is ok for you to be bullied – it is not

What can parents/carers do?

- Watch for signs for bullying **but don't overreact** – not wanting to go to school, illness, avoiding friends, possessions disappearing, and torn clothing
- Be vigilant but keep an open mind. Listen carefully and do some homework if needed. Try to establish that the problem really is bullying and not something else
- Discuss the problem with your child
- Talk to school first rather than the parents of the bully/ies
- Give school a proper chance to be effective. Solutions are not always instant
- Help your child to be assertive and deal with the problem themselves if possible
- Don't get sucked in yourself – it does children no good to see their parents/carers behaving in an aggressive or threatening way
- Meet your child from school. Round the corner if more appropriate for older children
- Try not to be over anxious or over protective
- Don't promote a 'thump back' approach. It can confuse the issue and may make things worse
- Be aware of children's access to 'chat rooms (eg facebook) etc. Limit access and report any concerns to the ownership of the sites.

Overdale is a happy, caring community where we want all to learn in an environment which is safe and supportive.

Parents should realise that we are not being alarmist or suggesting that we have any real problems at Overdale Community Primary School concerning bullying. Rather that this open and honest approach should help to diffuse any prospective problems, giving the children the possibility of solving a problem that could otherwise develop into a much more serious one.