



Embleton Vincent Edwards C of E Primary School

Policy	Anti-Bullying
Ratification Date	Autumn 16
Review Date	Autumn 17
Signed	

Chair of Governors

Embleton Primary School is educationally inclusive institution in which the teaching and learning, achievements, attitudes and wellbeing of all those involved at the school matter.

We will not take educational inclusion for granted so we will identify any pupils who may be missing out and then take practical steps to meet pupils' needs effectively, promoting tolerance and understanding in our diverse society. Furthermore, we will identify any adults who feel vulnerable and support them, ensuring that they feel valued.

Aim

We aim to provide a safe, secure and positive environment where:

- All members of our community, both children and adults, can achieve their potential, making full use of the opportunities available to them.
- All individuals and their property are treated with respect and all are free from intimidation.
- All are actively listened to.

The Nature of Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or indirect in nature, and may take the form of cyber-bullying. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress. All of the above forms of bullying have a psychological affect on the victim. Bullying should always be taken seriously. All bullying is unacceptable.

Bullying is deliberately hurtful. It typically has seven elements:

1. An initial desire to hurt
2. The desire is expressed in action
3. Someone is hurt either physically or emotionally
4. There is an imbalance of power
5. It is without justification
6. It is typically repeated
7. There is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms:

1. Physical bullying hitting, kicking, taking belongings
2. Verbal bullying name calling, insulting, making offensive remarks (including using technology, such as social media platforms, email or text messages).
3. Indirect bullying spreading nasty stories, exclusion from social groups (including

using technology, such as social media platforms, email or text messages)..

Name calling is the most common direct form. This may be because of individual characteristics. However, individuals can be called names because of their ethnic origin, nationality or colour, sexual orientation, some form of disability, or other factor that marks them as 'different' or otherwise. Both boys and girls bully and can show as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable. Similarly bullying occurs between adults (colleagues/parents). This is also unacceptable. No form of bullying will be tolerated in our school.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in antisocial activities and have a greater prevalence of poor mental health. A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place. Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied. Those who are 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 truanting
- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:

- 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
- Underachievement
- 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.

Strategies and Procedures for preventing and dealing with bullying

Prevention

Tackling bullying is one way of making the school a happy and secure place for everyone. By involving the children in decisions affecting the life of the school and by listening to and valuing their opinions we hope to cultivate a climate that encourages openness, not silence and secrecy, which can encourage bullying. All pupils will know there is a policy and procedures in place to deal with bullying.

The school is organised so that children spend a large percentage of the day with one teacher, enabling them to build up relationship based on trust. Staff know the children well and are able to spot changes of behaviour etc which might be signs of bullying. In encouraging children to speak out about bullying, we may seem to have ‘more’ bullying certainly in the short term, but we hope this strategy may help to change attitudes in the future.

Teachers should lead by example at all times and avoid using bullying behaviour, otherwise bullying will be seen as an acceptable form of behaviour. Teachers should treat children as individuals who have rights.

The curriculum is used as a vehicle to broaden children’s perception and promote the view that speaking out about bullying is good, it is not sneaking, a weakness or trouble making. Collective worship is often used to highlight the importance of treating others with respect. Outside agencies such as the police are invited into school to discuss issues like bullying. The school takes part in activities during the annual Anti-Bullying Week.

At morning break a member of staff is on duty on the yard. Children are encouraged to play in ‘open’ spaces on the field and yard. The member of staff on duty is available and approachable if anyone has a problem. At lunchtime support staff perform the same function.

Parents are welcome to contact the school at any time if they are concerned about their child. The partnership between home and school is crucial in helping us tackle the issue of bullying.

Pupils are involved in procedures for dealing with instances of bullying through circle time or peer mediation.

Strategies

The following guidelines should be followed by staff if they come across bullying:

- Remain calm; if you are in charge. Reacting emotionally may add to the bully’s fun and give the bully control of the situation
- Take the incident report seriously
- Take the child who has been bullied somewhere safe.
- Reassure the victim(s), don’t make them feel inadequate or foolish; offer concrete help, advice and support to the victim(s).
- Encourage the bully to see the victims’ point of view.
- Tell the class teacher and the Head.

Depending on a number of factors the Headteacher will decide what action is to be taken.

- a) To support the child who has been bullied, e.g. develop support network of peers,

build up self esteem.

b) To ensure the bully understands that their behaviour is unacceptable, e.g. loss of free time, withdrawal from privileges, involvement of parents, exclusion.

The class teacher and or Headteacher will investigate all incidents and the Headteacher will record all incidents and the subsequent action taken. Parents will be involved if appropriate.

Preventative Work

The policy will be promoted at every opportunity particularly in assemblies, PHSE and RE when the curriculum can provide a way in to discussions about relationships and respect for others. Within all aspects of the curriculum children will be expected to work with others and behaviour which demonstrates tolerance and an understanding of others feelings will be rewarded and used as a positive role model.