

GREEN MEADOW PRIMARY SCHOOL



ANTI-BULLYING AND ANTI-HARASSMENT POLICY

This policy sits alongside the Positive Behaviour Policy and Guidelines. Rewards and sanctions for behaviour follow the school system.

Reviewed by Governors: October 2017

An Academy,
achieving more,
learning together.



ANTI-BULLYING & ANTI-HARASSMENT POLICY

INTRODUCTION

This policy has developed from the school's work on a behaviour policy. It is designed to involve parents, governors, staff and pupils in recognising and acknowledging bullying behaviour, dealing with it consistently and making future bullying incidents less likely.

We acknowledge Birmingham LA's anti-bullying statement:

'All children, young people and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.'

BULLYING: A DEFINITION

Birmingham LA's definition is:

- *'Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.'*
- *'Racial, sexual or homophobic harassment involves the same kind of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.'*

Bullying happens when a child is subject to repeated aggressive acts over a period of time by another person or group of people. It can mean physical or verbal attacks, racial abuse, name calling, teasing, malicious gossip, damaging or stealing property, forcing the victim to do something that they do not want to do or excluding a child from groups.

Bullying can happen to any children, even the confident and outgoing ones. It can happen at any time, in school and out of school. There may be times that it is more likely to happen, such as when children are starting at a new school or at a time of family crisis.

Bullying will not be tolerated in this school. It is **EVERYONE'S** responsibility to prevent it happening and this is most likely to be achieved if everyone adheres to the school policy.

Role of the Headteacher

- The Headteacher sets the school climate of mutual support and praise for all success, so making bullying and harassment less likely. When children feel they are important and belong to a friendly welcoming school, bullying and harassment are far less likely to be part of their behaviour
- It is the responsibility of the Headteacher to implement the school anti-bullying and anti-harassment strategy and to ensure that all staff (both teaching and non-teaching), and pupils, are aware of the school policy and know how to deal with incidents of bullying and harassment. The Headteacher reports to the governing body about the effectiveness of the anti-bullying and anti-harassment policy on request (this will be annually).
- The Headteacher ensures that all children know that bullying and harassment are wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and harassment.

Role of the Governing Body

- The governing body support the Headteacher in all attempts to eliminate bullying and harassment from our school. This policy statement makes it very clear that the governing body does not allow bullying and harassment to take place in our school, and that any incidents of bullying and harassment that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying and harassment that occur, and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and harassment and to report to the governors on request about the effectiveness of the school anti-bullying and anti-harassment strategies.
- The governing body responds within 10 working days to any request from a parent to investigate incidents of bullying and/or harassment. In all cases, the governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

SCHOOL STRATEGIES TO MINIMISE BULLYING

1. All teachers will talk to the children about bullying at least once per term. PSHE (Personal, Social and Health Education) SEAL (Social and Emotional Aspects of Learning) and Circle time sessions may be used for this.
2. Appropriate resources will be available in school (literature, videos, drama groups).

In the event of an incident of bullying taking place, the school will:

- a. Be seen to support those pupils who are bullied
- b. Be seen to help change the behaviour of the child who is bullying.
- c. Take bullying seriously and find out the facts of any incident:
 - i) Meet those concerned individually.
 - ii) Use peer group pressure to actively discourage bullying.
 - iii) Break up bullying groups where it seems necessary.
 - iv) Involve parents at an early stage.
 - v) Help children develop positive strategies and assertion.
- d. Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- e. Discuss with and involve children in agreed class and school rules and behaviour.
- f. Request help from support services and Education Psychologist where necessary.
- g. Involve the police, where necessary.

In addition to the strategies that have been outlined, we will:

- Use teaching methods that actively promote co-operative behaviour and citizenship.
- Use pupil mediators.
- Develop partnership within the local area so they can contribute where possible to the development of community relations and the reduction of crime (Shenley Centre / Bournville Police Station).
- Request help from support services i.e. CITY OF BIRMINGHAM BEHAVIOUR SCHOOL OUTREACH SUPPORT, EDUCATIONAL PSYCHOLOGIST.
- Newly appointed teachers, teaching assistants, lunchtime supervisors routinely attending training, which enables them to become equipped to deal with incidents of bullying, harassment and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying and harassment.
- As well as being informed about the contents of the anti-bullying and anti-harassment policy, parents and pupils will receive a leaflet containing facts and advice about bullying.

TEACHERS' GUIDANCE

1. Watch out for signs of distress in pupils.

While we will be alert to signs of bullying, some bullying is very well hidden by both the child who is bullying and the victim, with threats about “telling” being a main action of the child who is bullying.

It is very important that children feel able to tell us about this bullying so that we can stop it. We must create a culture of “telling is right” rather than merely telling tales for the sake of it. Children are often afraid to tell anyone about being bullied because they think that what school will do about it will make the bullying worse or make them feel embarrassed or bad about the situation.

2. Listen very carefully, take the incident seriously, reassure the child that the incident will be dealt with as soon as possible.
3. Gather evidence (using a non accusatory open questioning approach). Accept what the child says. Record when and where the bullying took place and include details of the bullying behaviour. If more children are involved, talk to them individually.
4. Assess information and decide on an appropriate course of action. (Complete Report – copy to Class Teacher (if not you) and Head Teacher).

REMEMBER The action that we take is aimed at making the bullied child feel better.

- a) The bullied pupils should record the events ***in writing*** (wherever possible; age/ability permitting).
 - b) The child who is bullying should also record the events ***in writing*** wherever possible: age/ability permitting).
5. Share the information with the parents (face to face, ‘phone, write as appropriate) and inform senior staff (Phase Manager, Deputy Head or Headteacher).

6. All the above written reports should be placed in the pupil's file (copies to the Headteacher for central filing).

Dealing with a child who is bullying:

- As soon as facts of incidents are reported and confirmed and recorded, the bully's parents will be asked to come to school.
- Reasons for bullying behaviour should be discussed with the child, parents, class teacher, Head Teacher, Deputy Head Teacher or Assistant Heads as appropriate - to establish the root causes.
- School staff will make it clear that further bullying behaviour will not be tolerated.
- Ask parents to acknowledge responsibility for their child's behaviour.
- The children involved should be referred to the Pastoral Team (SLT and Pastoral Manager) so that an appropriate response can be implemented. Any appropriate actions will be taken according to the School Behaviour Policy.

WORKING WITH PARENTS

Parents of the victim

- Parents, who are concerned that their child might be being bullied or harassed, should contact their child's class teacher immediately.
- Allow parents to express their feelings uninterrupted.
- Accept what is said "I realise you're upset." "I'll try to help." "This must be difficult for you." "I realise how you must feel."
- Assure them that you're pleased they have taken the time to see you and that something will happen as a result of their concern.
- Re-state that bullying is unacceptable, that you will act positively. Explain school procedures. Act. Monitor. Promise to keep parents informed. Encourage parents to be part of the follow up.

Parents of the child who is bullying

- Parents, who suspect that their child may be the perpetrator of bullying or harassment, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying and anti-harassment policy and to actively encourage their child to be a positive member of the school.
- Begin with a positive view of the child which you appreciate.
- Show concern for the problem and concern to help the child reach their full potential. "I'm sure we both share a concern for.....'s future." "We need to help to show their best side / to develop their potential / talents / to avoid spoiling themselves with this sort of behaviour."
- Check to see if anything could be upsetting the child.
- Get parents to agree that bullying children who bully is not a good idea.
- Explain school procedures and what you intend to do next. Get agreement if possible. Act. Promise to keep in touch. Monitor. Encourage parents to be part of any follow up.

GUIDELINES FOR LISTENING TO VICTIMS, WITNESSES AND BULLIES.

- Take a non-blame stance. "I understand there has been a problem."
- Request information "What happened?"

- Move forward. “That’s probably enough about it for now.”
- Resolve conflict. “What can you do to improve things?” “What do you suggest?”
- Agree and arrange follow up and action (if necessary) (e.g. an apology). “We will meet in a weeks time.” Monitor.

(Review – “Can you tell me how you’ve been getting on?”)

STRATEGIES FOR PUPILS

If you are being bullied: -

- Try not to show that you are upset – although this is difficult
- Ignoring bullying won't make it go away. You need to tell someone about what is happening.
- Walk very quickly and confidently – even if you don't feel that way inside.
- Try being assertive – shout loudly if you need to.

You have the right not to do something.

Repeat responses or requests like a broken record when being pressurised.

i.e. ***“I want you to give my ruler back.” “I want you to give my ruler back.” “I’m not going to lend you my bike.” “I’m not going to lend you my bike.”***

- Get your friends together and say “no” to the bully. Stay with a crowd. Say “Go Away,” “This isn't funny” and walk away.
- If you are different in any way, be proud of it – it's good to be an individual.
- Avoid being alone in places where bullying happens.
- If you are in danger, get away.
- Tell an adult you can trust.
- Teasing and insults.
 - i) Returning abuse encourages the other person.
 - ii) Try to show you are not hurt by abuse.
 - iii) Appear to accept the abuse “That's right.” “ I know.”
 - iv) Be pleased with yourself. Don't worry about what the bully thinks of you, remember you are a nicer person than they are.
 - v) If you stick up for yourself, you show that you are above exchanging insults.

N.B. PRACTICE, ENCOURAGEMENT AND POSITIVE REINFORCEMENT IS NEEDED FOR VICTIMS SINCE THEY START FROM A BASE OF LOW SELF ESTEEM.

All pupils have a responsibility to and for each other. By working together we can stop bullying happening in our school.

You can help stop bullying: -

1. Don't stand by and watch – fetch help.
2. Show that you and your friends disapprove.
3. Give sympathy and support to children who may be bullied.
4. Be careful about teasing or personal remarks – imagine how you might feel.
5. If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.

One of the biggest problems with bullying is that it is often kept secret. Children keep it secret, try to deal with it on their own and fear what will happen if they tell anyone about it. Even parents help to keep the secret when they are told or find out about the bullying because their children ask them not to tell the school because they fear what will happen will make the situation worse. If we are to reduce bullying we do need to help everyone be less secretive.

We will try to make it easy to be more open about bullying through the efforts we make in school generally, through our attitude to it and our approach to actual incidents.

MONITORING AND REVIEW

- This policy is monitored routinely by the Headteacher, who reports to the governors about the effectiveness of the policy on request.
- This anti-bullying and anti-harassment policy is the governors' responsibility and they review its effectiveness annually.
- The governors analyse information with regard to the gender, age, disability and ethnic background of all children involved in bullying and harassment incidents. These will provide base line information from which future improvements can be made.