

Middlestown Junior and Infant School



Policy for Anti- Bullying

Date reviewed: January 2014

Date to be reviewed: January 2016



Middlestown Junior, Infant and Nursery School **Policy for Dealing with Bullying**

Definition

In Wakefield District guidelines the definition of bullying is:

A deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt in order to give a feeling of power, status or other gratification to the bully. Bullying can be physical, verbal or non-verbal and includes cyber bullying.

Staff, parents and children at Middlestown Junior, Infant and Nursery School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously recorded and acted upon.
- To give children an understanding of what bullying is
- To reassure children that they will be listened to and will know that it is alright to tell.
- To heed parents and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Headteacher.

Strategy for Dealing with Bullying

In dealing with bullying, staff follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- Adopt a problem-solving approach that moves pupils forward from self-justification
- Follow up proven cases to check bullying has not returned
- Keep detailed records

Strategies have been introduced to reduce bullying. These strategies cover raising awareness about bullying through the national Anti-Bullying Week, SEAL and the Anti-

bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Headteacher or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example school visits
 - loss of break times or golden time
 - barred from school during lunchtimes
 - fixed period of exclusion from school
9. Provide a pastoral support programme for the victim with the class teacher and key stage co-ordinator monitoring and observing at breaktimes and lunchtimes, and through discussion to make sure there is no repetition.

In order to reduce incidents of bullying and recognise bullies, staff watch for early signs of distress in pupils. We listen, believe, and act.

If a child feels they cannot tell an adult they can tell a member of the school council, there are 2 representatives in every class.

Anti Bullying Week

At Middlestown Junior Infant and Nursery School a number of activities are undertaken during anti-bullying week. Many of the events are organised by the school council. Assemblies are around an anti-bullying theme and children in each class take part in anti-bullying activities (which they share in the final assembly of the week). Anti bullying messages are attached to the school gates, the children wear anti-bullying ribbons.

Bullying off the School Premises

Our school is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from the school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, we will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the pupil(s) and parents involved from the other school.
- Talk to the Headteacher of another school whose pupils are bullying off school premises.
- Talk to the Police about problems on the local streets.
- Talk to pupils about how to avoid or handle bullying situations.

Bullying Directed towards Race, Gender, Sexual Orientation or Disability

The school will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Race Equality will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and in accordance with LA guidelines. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, SEAL and Religious Education lessons.

The school guarantees confidentiality and support for those being bullied. Racial incidents are reported to Behaviour Committee of the Governing Body and LA as required.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Middlestown Junior Infant and Nursery School strategies to deal with sexual bullying include:

- recording incidents in a separate incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents in a separate incident book
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

The school makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with SEN compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A friend is appointed for the pupil to confide in.

If the bullying is serious, the school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented in accordance with the behaviour and discipline policy.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Inclusion

The provision of anti-bullying strategies takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Useful Documents and Resources

[www. anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

CSIE	Index for Inclusion 2000: Developing Learning and Participation in Schools
CRE 2000	Learning for All – Standards for Racial Equality in Schools
DfEE	The Use of Force to Control or Restrain Pupils (Circular 10/98)
DfEE/Home Office	Social Inclusion: Pupil Support 10/99
DfEE/ Home Office	School Security: Dealing with Troublemakers 1997
Ofsted	Raising the Attainment of Minority Ethnic Pupils 1999
Scottish Council for Education Research	Second SCRE Anti-bullying Pack 1993
The Stationery Office	Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (Reprinted 1997)
Wakefield LA	Preventing and Dealing with Bullying

This policy was reviewed and updated January 2014

By _____ (Head teacher's signature)

By _____ (Chair of governors' signature)

Next review date: January 2016