



ALLFARTHING SCHOOL

Anti-Bullying Policy

Reviewed: Summer 2019

Updated February 2019

Next Full Review: Summer 2020

Person Responsible: Deputy Head





UNCRC at Allfarthing Primary School

Allfarthing is a United Nations Rights Respecting School and believes that the United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school.

We are currently working towards Level 2 as a Rights Respecting School and this policy will support our work towards all children respecting the rights of all other children to be and feel safe.

Article 12 “Children have the right to say what they think should happen, and to have their opinions taken into account.”

Article 13 “Every child has a right to be happy and safe and to relax and play.”

Article 14 “Children have the right to think and believe what they want, and to practise their religion as long as they are not stopping others from enjoying their rights.”

Article 2 “The convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.”

Article 24 “Children have the right to good quality health care, to clean water, nutritious food and a clean environment so they will stay healthy.”

Article 29 “Education should develop each child’s talents and personality to the full. It should encourage children to respect their parents and their own and other cultures.”

Allfarthing ANTI BULLYING POLICY

(This policy is an extension of the Behaviour Management Policy and complements other school policies such as

- [Equal Opportunities \(Equality and diversity\)](#)
- *Anti-Racism Policy*
- [Complaints Policy](#)
- [PHSE Policy](#)
- [Safeguarding and Child Protection Policy](#)
- *Religious Education (Faith based bullying)*
- [Sex and Relationships Education \(Gender based and homophobic bullying\)](#)
- *ICT (Cyber- Bullying)*

Policy objectives

Bullying is not tolerated and is dealt with effectively, safeguarding the welfare of those involved.

We aim to:

- Ensure all staff, pupils, parents and governors know the school anti-bullying policy and understand their role in preventing bullying.
- Make clear the procedures for dealing with bullying are understood and followed consistently by all members of the school community.
- Raise awareness that school staff can also be bullied by pupils, parents or by other staff.
- Share the content of the policy with parents annually through the CFC Committee. We will alert the whole parent body in the bulletin whenever it has been reviewed and offer copies, with staff annually and with children on an on-going basis throughout the year during anti-bullying week, in assemblies and in PSHE lessons.

We will do this by:

- Ensuring that the policy is agreed by Governors at the main meeting in the Spring Term.
- Introducing all staff to the contents of the policy to ensure that they understand the procedures both when dealing with bullying or when they feel that they are being bullied.
- Ensuring that the children are familiar with relevant content and feel confident to follow procedures. This will be done through assemblies and PHSE content of the curriculum
- Making the policy available to all parents and staff and encouraging them to be familiar with the content of the policy.
- Recording all incidents of bullying and ensuring that all procedures are being followed by all the members of the school community who are involved.

School definition of bullying agreed by pupils, parents and staff through the CFC Committee and in liaison with the School Council.

We consider bullying to be **‘any behaviour deliberately intended to hurt, intimidate, frighten or exclude’**. (Source :Wandsworth Anti-bullying Strategy.) This would be behaviour or actions overtime and not necessarily one off, isolated incidents. The latter would be dealt with under the behaviour policy and the “Good to be Green” behaviour scheme.

This would include any situation where a child or adult feels uncomfortable and involves any kind of hurt, whether physical, verbal or psychological. It can however be a single frightening incident, which casts a shadow over a person’s life, or could be a series of such incidents.

Defining bullying

It is vital that staff assess the true nature of an incident before applying any of these strategies. There are many different types of behaviour that we class as bullying. Each requires an appropriate response.

Verbal bullying – Remarks which are aimed at insulting another person		
Personal Aspects	Social Aspects	Criminal Aspects
<ul style="list-style-type: none"> ▪ name calling ▪ belittling comments, jokes or verbal attacks based on appearance, disability, home situation, race, culture, income, class, sexuality, faith, religion, family or gender ▪ nasty teasing ▪ making personal threats 	<ul style="list-style-type: none"> ▪ alienating a person from their friends and social groups ▪ damaging a reputation ▪ excluding from or not including in small or larger group activities ▪ spreading rumours ▪ using sexually abusive or suggestive language to exclude a person or group ▪ malicious gossiping 	<ul style="list-style-type: none"> ▪ coercing people or daring them to do illegal acts ▪ inciting others to do dangerous things ▪ inciting hatred towards an individual or group: faith, disablist, homophobic, transphobic, religious, racist or sexist ▪ sexual harassment ▪ threats about damaging a person, their family, friends or property ▪ intimidating telephone calls ▪ taunting: racist, homophobic, sexist, disablist, religious

Non-verbal bullying		
Personal Aspects	Social Aspects	Criminal Aspects
<ul style="list-style-type: none"> ▪ intimidation through gesture ▪ dirty looks ▪ sending written threats 	<ul style="list-style-type: none"> ▪ setting someone up to take the blame publicly ▪ excluding someone – not speaking or interacting with them ▪ using any identifiable gesture of rebuff (eg 'Kissing Teeth') 	<ul style="list-style-type: none"> ▪ stalking

Physical bullying includes:		<ul style="list-style-type: none"> ▪ An indirect attack on property or belongings ▪ A direct physical attack on a person
Personal Aspects	Social Aspects	Criminal Aspects
<ul style="list-style-type: none"> ▪ beating ▪ biting ▪ choking ▪ kicking ▪ punching ▪ shaking ▪ slapping ▪ tripping ▪ spitting ▪ hitting ▪ poking ▪ throwing ▪ shoving ▪ urinating ▪ groping or unwanted touching 	<p>Social aspects of physical bullying Include embarrassment and public humiliation</p> <p>Group bullying – when a child or young person is outnumbered or picked on in some of the following ways:</p> <ul style="list-style-type: none"> ▪ blocking the way ▪ demanding money ▪ being forced to participate in embarrassing initiation rites ▪ being forced to do unwanted things in front of others ▪ having belongings destroyed, stolen and/or ridiculed 	<ul style="list-style-type: none"> ▪ physical assault including “happy slapping” or similar ▪ stealing ▪ criminal damage ▪ threatening with a weapon ▪ using a weapon to inflict harm (assault) ▪ extortion with threats ▪ sexual abuse, sexual violence

Technological Bullying: (NB. This is often carried out anonymously)		
Personal Aspects	Social Aspects	Criminal Aspects
<ul style="list-style-type: none"> ▪ Sending threatening or intimidating comments via: <ul style="list-style-type: none"> ▪ email ▪ text messages ▪ internet forums ▪ instant messaging ▪ internet chat rooms ▪ personal websites ▪ creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group ▪ making malicious or prank phone calls 	<ul style="list-style-type: none"> ▪ Taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others ▪ setting up or contributing to online forums or websites, where users post malicious comments about a person or group 	<ul style="list-style-type: none"> ▪ Using any of these technological methods to threaten, intimidate or harass an individual or group

(Source: Wandsworth Anti-bullying Strategy)

Let's be clear when it's not bullying

It is not bullying when children of a similar age and size find themselves disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation. The experience of conflict is upsetting for those involved but it is not bullying.

However, unresolved disagreements and the failure to manage anger or resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying can emerge if conflict is not dealt with at an early stage. **(Source: Wandsworth Anti-bullying Strategy)**

All staff need to be aware of these potential bullying situations.

Parents should know that it is against the law for any child under the age of 13 to have access to social networking sites and act accordingly. **(Source: Wandsworth Anti-bullying Strategy)**

What could make a person vulnerable ?

- Race, religion or culture
- Special educational needs or disabilities (SEN/D)
- Sexual orientation
- Gender
- Appearance and medical conditions
- Home circumstances

Signs and symptoms

A change in a child's behaviour or personality might be caused by anxiety over bullying. Staff, parents and children should be on the lookout for a child exhibiting the following symptoms:

- Tearful and/or isolated
- Becomes withdrawn, starts stammering, stops eating
- Regularly has books, clothes or possessions "go missing"
- Reluctant to join in or come to school
- Intent on causing disruption
- Underachieving
- Over-sensitive to criticism
- Not at ease with themselves and/or their efforts in class.

It is important to note that while the above symptoms may be due to the impact of bullying, they could be the result of other serious issues experienced by a child such as emotional and behavioural difficulties (EBD), witnessing domestic violence at home, sexual abuse etc

Prevention

Children and staff need to know that the school has a policy and will not tolerate bullying in any form. **'Zero tolerance to bullying!'** must be the message.

Pupils should be encouraged to talk about their problems with clearly identified personnel, including staff, parents, pupils and governors and it should be stressed that this does not constitute 'telling tales'.

The school has a number of measures throughout the year to establish a whole-school approach to preventing bullying. These include:

- Anti-Bullying Week each year to raise awareness of bullying and to reinforce the message that bullying behaviours are not acceptable.
- Peer Mentors. A group of trained children provide support to others through listening, helping children to think through their problems and consider their options. They act as peer mentors and are available in the playground to help manage certain appropriate issues. Their contribution is monitored by the MMS Team, the PSHCE Lead and the DH.
- Anti-bullying also features at school assemblies throughout the year.
- Drama, role-play, novels etc are used within the formal curriculum to help pupils understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Children are helped to understand what bullying is and how to stop it through PHSE lessons and through the use of appropriate resources such as the PATHS curriculum resource.
- PHSE sessions would also include discussions around the appropriate use of ICT and Internet Safety.
- Structured playground activities and close monitoring/supervision of play areas at break and lunch times
- Talks and assemblies from members of the community (e.g. the Police)

Staff

- The Head Teacher, Deputy Head and PATHS manager will be responsible for monitoring this policy and for training and induction associated with its implementation.
- The Deputy Head Teacher holds regular meetings, which include discussion around bullying, with playground staff and lunchtime supervisors, throughout the year.
- In line with school policy, class teachers will record any significant incidents that occur in the playground using My Concerns.

Parents and the Community

- Allfarthing will consult with parents regarding this policy and is interested in gaining feedback through meetings and other activities; for example, by involving parents and governors in the review of this policy and asking questions about bullying in our Parent and Pupil surveys.
- The school is keen to offer opportunities for training and/or discussion. This now takes place as a regular event during Anti-Bullying Week each November

When bullying has been identified

If bullying does occur, all parties should know who to inform and be confident that incidents will be dealt with promptly and effectively. Children and adults need to feel that they will be listened to, believed and helped.

If a **parent** believes their child has been bullied, they should discuss the matter immediately with their child's teacher. If behaviour continues and they are unsatisfied with the outcome, parents can request a formal meeting with the teacher and the Deputy Head when appropriate.

Bullying usually occurs out of sight of an adult. However should **staff** observe or become aware of bullying behaviour. They should inform the class teacher and the Deputy Head who will keep a record of any persistent bullying behaviour. An incident form will be completed and the procedure as described above will be followed.

Once bullying behaviour has been identified, the school will investigate and take steps to address it using a **restorative justice** approach wherever possible.

When a child discloses that he/she is being bullied, a member of staff who the child trusts will:

- Find a quiet place to speak to the child without interruption.
- Express concern and tell the pupil that they want to help.
- Ask the child to tell them about the bullying that they are experiencing.
- Tell them that many people are bullied in life, but that no one should have to experience that sort of behaviour.
- Let them know that if they are experiencing bullying it is their right to get help to stop it, and it is the school's duty to provide that help.
- Be prepared to listen in a non-judgemental way without rushing in and frightening the child.
- Acknowledge the inappropriate treatment of the child but refrain from using the term 'victim' which can affect their self-esteem.
- Encourage them to record and report any incident of bullying that they experience. (This will help them feel less isolated and in more control.)
- Tell them never to endanger themselves by standing up to bullies particularly in a situation where they are outnumbered.
- Help them to make a "safety" plan to empower them to take the appropriate action should any further incidents occur.
- Remember to give a copy of the report of the bullying incident to the class teacher and the Deputy Head. This should be done as soon as possible and within the same school day ideally in time to allow the class teacher to discuss it with parents/carers at the end of the school day.

(Source:Beatbullying)

Following on from the above:

- The class teacher will seek to reconcile pupils, and inform the parents/carers of the bullying either verbally or, if they are not able to contact the parent for any reason, in writing.
- The class teacher will decide appropriate consequences, in line with the school policy, as well as an agreed programme of support in order to change the behaviour of the perpetrator. As each case is different, the teacher will set clear sanctions and communicate them clearly to the children involved and parents. The Deputy Head Teacher will be kept informed.
- Responses may also vary depending on the type of bullying being reported. For example, we will follow the Wandsworth Safeguarding Children Board (WSCB) E Safety Policy in relation to cyberbullying.
- To monitor behaviours going forward, the class teacher and teaching assistant will observe behaviour in the classroom, and playground staff, lunchtime supervisors and if appropriate, other staff such as the SEN coordinator, will be told of the incident so they look out for bullying behaviour out of the classroom and during break times. This will be done with discretion and as far as possible respecting the child's need for confidentiality, until the bullying has ceased. It will be the role of the Deputy Head, having been informed by the class teacher, to make sure the necessary staff are notified.
- When behaviour improves, then sanctions can cease and praise be offered to build the bully's self-esteem. Please remember self-esteem is essential. Rarely does a child with good levels of self-esteem get involved in bullying behaviour.
- If bullying continues, parents and the child involved will be invited to a meeting with the class teacher and the Deputy Head and a plan with SMART (Specific, Measurable, Achievable, Realistic, Time-bound) behavioural targets will be set up and agreed. The Head Teacher will be informed and a record will be kept.
- If bullying repeats or is persistent over the period of the Behaviour Plan, the Head Teacher or Deputy Head Teacher will invite all parents and children involved to a face to face meeting.

Restorative Justice

Restorative Justice is a positive way of dealing with inappropriate bullying behaviour. Rather than using blame and punishment, those involved in a bullying situation are able to look at what harm has been caused and how people have been affected. They are then able to look at what needs to be done to put things right. The aim is to teach children to take responsibility for the impact of their behaviour on other people.

This is often the preferred method of solution for both children as it enables them both to move forward in a very positive way.

For the Restorative Justice approach to work certain principles need to be followed. These are:

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about what happens next.
- As far as possible, the physical and emotional harm is repaired.

Guidance for staff

When working with a bully:

- Consider the child's age, maturity and any other relevant factors.
- Remind the child that the school does not accept this anti-social behaviour.
- Talk about the behaviour rather than the child.
- All bullying should be reported to the class teacher and the Deputy Head.
- More persistent or serious bullying will be referred to the Head Teacher by the Deputy Head.
- If appropriate, set up a Group Support System – see below

When working with victims:

- If possible, remove the victim to a quiet place.
- Remind the pupil of the procedures and reassure.
- Decide on appropriate action and who will deal with the incident.
- If appropriate, arrange a meeting with the victim and perpetrator, with relevant adults to support (see section on Restorative Justice)
- If appropriate, set up a Group Support System. – see below
- Organise time and place for follow up and monitoring.
- Class teacher to inform parents.
- See "When Bullying Incidents Occur" appropriate steps to follow

NB

- ***This policy is written in accordance with DfE (Department for Education) and local authority guidelines.***
- ***The policy will be developed with regard to the requirements of the National Curriculum, the Healthy Schools initiative and the Every Child Matters framework.***