

The Federation of East Cowton and Kirkby Fleetham Church of  
England Primary Schools

ANTI – BULLYING POLICY

| <b>Document Status</b>   |                                     |                       |                                    |
|--|-------------------------------------|-----------------------|------------------------------------|
| <b>Date of Next Review</b>   | Autumn 2018                         | <b>Responsibility</b> | <i>The Governing Body</i>          |
| <b>Success Criteria for review completion</b>                                    |                                     | <b>Responsibility</b> | <i>Collette Faulks (Chair)</i>     |
| <b>Date of Policy Creation</b><br>September 2015                                 | <b>Adapted school written model</b> | <b>Responsibility</b> | <i>Chair of the Governing Body</i> |
| <b>Date of Policy Adoption by Governing Body</b>                                 |                                     | <b>Signed</b>         |                                    |
| <b>Method of Communication (e.g Website, Noticeboard, etc)</b><br>School Website |                                     |                       |                                    |

**Aims and Rationale**

"The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community. It should develop their ability to relate to others and work for the common good."  
DfE/QCA

Our schools aim to provide a welcoming and caring environment in which children are happy and confident. Our approach is founded upon effective relationships and a sense of responsibility for self and others. Our school values are an integral part of this environment and the vast majority of pupils do support and contribute to these values by making positive choices. The schools have a positive behaviour policy in place which should be read in conjunction with this policy along with 'Bullying A Charter For Action'.

Through an atmosphere of involvement, we encourage children to be contributing members of the school community as well as to develop increasing independence and self motivation.

We want children to enjoy learning in an atmosphere of encouragement, where effort is rewarded and success celebrated. Through high expectations and challenge, coupled with opportunities to enjoy success at all levels, we encourage our pupils to work hard and achieve high standards.

Our School values underpin our mission statement, vision statement and school aims.

These values form our code of **RESPECT**:

**R: Relationships** = to create a happy and welcoming environment where there are excellent relationships and a high level of responsibility and regard for the safety and well-being of others

**E: Equality** = to ensure that all children have equal access and opportunity to be included in every aspect of school life;

**S: Standards** = to promote and value high standards and high levels of attainment through a curriculum which values individual achievement and progress

**P: Positive** = to develop self-esteem, ambition and pride within a positive and supportive environment

**E: Enthusiasm** = to provide a wide range of experiences for all children encouraging enthusiasm for learning;

**C: Choices** = to ensure that pupils have the information and skills to enable them to make positive, informed and healthy lifestyle choices;

**T: Together** = to encourage cooperative links between school, parents and the wider community.

**The RESPECT Code** is used as a reference point when referring to our Code of Conduct.

**POSITIVE BEHAVIOUR** follows some or all of the points from RESPECT and therefore is praised and promoted;

**NEGATIVE BEHAVIOUR** is discouraged because it deviates from RESPECT in such a way as to undermine our school values.

## **What is bullying?**

Bullying is generally taken to mean any sort of systematic physical or psychological intimidation by those in a position of power over those who are unable to defend themselves. It implies a wilful, conscious desire to hurt, threaten or frighten someone, with the intention of causing distress. It can include personal, sexual or racial harassment.

### **Most definitions have three things in common:**

1. It is deliberately hurtful behaviour
2. It is repeated over a period of time
3. It is an imbalance of power
4. It is difficult for those being bullied to defend themselves

### **Bullying can take many forms, but again there would appear to be four main forms:**

1. Physical - hitting, kicking, taking belongings
2. Verbal - personal remarks (name calling, insulting); racist and sexist remarks
3. Emotionally - spreading nasty stories about someone, excluding someone from social groups; often indirect
4. Cyberspace—developing technologies used as a deliberately hurtful behaviour

We also recognise that children who bully are often part of a group who support each other in the bullying process.

The guidance on the following two pages outlines the steps the school will take to address incidents of bullying or unsuitable behaviour. This policy works directly in-line with the schools 'Pupil Behaviour Policy' and 'Bullying A Charter For Action'.

Children should be encouraged to report any incident to a member of staff **as soon as it occurs**. Immediate action may then be taken.

If a child brings an incident, including e-safety, to the parents attention initially, so that the matter can receive the attention it deserves parents must make an appointment to meet at first with the Class Teacher and as appropriate with the Head teacher. If the Head teacher considers it appropriate, a member of the Governing Body will be invited to discuss the matter at a mutually convenient time with parents.

If a period of 72 hours has elapsed since the incident occurred and the reporting of the incident to either the Class Teacher or Head Teacher, it is unlikely that a satisfactory investigation will be able to be carried out. However a parent can submit a written report to the Governing Body requesting an incident is investigated. The Head teacher and members of the Governing body will then investigate the matter and meet with parents to share their findings.

Whilst this policy focuses mainly on the 'bullying' involving pupils it is important to realise that 'bullying' is relevant to society as a whole. The Governing Body and the staff at school will not accept any form of abuse whether verbal or physical, intimidating behaviour or confrontation in front of other pupils or colleagues by a parent. Should a parent wish to discuss a matter concerning their child or the behaviour of another child towards their child, they should contact the school office to make an appointment to meet with the Class Teacher and/or Head Teacher and a member of the Governing Body at a mutually convenient time by telephoning the School.

All members of the school community are encouraged to use the RESPECT code as a basis for their actions. As adults we are directly responsible for demonstrating to pupils appropriate and suitable behaviour at all times.

## **A message for those who carry out bullying ...**

'When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time they are likely to lose self-confidence and self esteem.'

'The unhappiness of bullied pupils is likely to affect their concentration and learning.'

'If they observe bullying going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want.'

'Every school has a degree of bullying ....parents know this. They will be impressed and reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.'

**[DFE: "Bullying: don't suffer in silence" p.8]**

## **PRACTICAL GUIDANCE**

### **For Parents/Carers**

- Listen to what your child says
- Try to establish if the problem is bullying and not something else
- **Name calling occurs from time to time.** Usually these names are used in a humorous way and are not meant to cause offence. If your child does become upset by this then let school know.
- If a name is used which refers to your child's physical appearance then let him/her know that you love him/her for the way that they are, including these particular characteristics. These make each child the important individual that they are!
- Discuss with your child what they can do - tell the teacher, a friend, someone who will support them; warn the bully that they will tell someone about an incident if it repeats itself; say 'Please don't bully me'. Don't be aggressive in return!
- If you feel that your older child needs escorting home, meet him/ her on the way home (this may help your child to feel that they can manage the situation whilst you are supporting him/ her)
- Try not to be over anxious or over protective. It may sometimes be helpful to talk to the bully's parents, but before you do this take advice from the school first.
- **DO NOT promote a 'thump back' approach** - this rarely helps and usually makes things worse for your child.
- Talk about e-safety and how to use the internet/personal devices responsibly. Talk about how to keep private information private.

### **If your child is using bullying behaviour:**

- Discourage your child from using bullying behaviour at home or elsewhere;
- Show them how to resolve difficult situations without using violence or aggression - talking through problems is the best advice, trying to reach an agreement;
- Discourage other members of your family from using aggression or force to get what they want - lead by example. Talk to your child/ children and explain that what he/she is doing is unacceptable and makes other children unhappy
- Praise and encourage your child when he/she has been kind or helpful;
- Use websites together such as [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk) to warn against misuse of modern technologies and the consequences eg digital footprint that can be traced.

## For Children

### THERE IS SAFETY IN NUMBERS

Go around with a friend or two  
Stay with groups of children, even if they are not  
particular friends of yours  
Get your friends together and say no to the bully

### ASK FOR HELP

Tell a teacher/ assistant/ MSA  
Tell them again if the bullying does not stop

### TRY TO DO SOMETHING DIFFERENT

Try not to show that you are upset (can be difficult)  
Try not to fight back. Walk away with your head high  
Just walk past people if they call you a name  
Try to smile and walk away  
Practice what you would like to say to the bully (try a mirror)

### LOOK AFTER YOURSELF

If you feel in danger, get away quickly  
If you are different, be proud of it. It is good to be an individual  
Tell yourself "I don't deserve to be bullied"

### FOR EVERYONE...

Remember if we all treat each other how we ourselves would like to  
be treated then our school, our neighbourhood, our country and our  
world would truly be a better and happier place to live!

|                  |               |
|------------------|---------------|
| CHILDLINE:       | 0800 1111     |
| PARENTLINE PLUS: | 0808 800 2222 |
| NSPCC HELPLINE:  | 0808 8005000  |

