



North Walsall Primary Academy

Anti-Bullying Policy

Head teachers must by law have a policy to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable.

DFEE 12/00

Definition: Bullying is the wilful, deliberate, conscious desire to repeatedly hurt, threaten or frighten someone.

Rationale:

- Pupils who are being bullied will be unable to learn effectively.
- If bullying is not challenged the school is not providing its pupils with a safe and secure environment.
- Recipients of bullies can become bullies themselves.
- Pupils who use bullying behaviour at school are more likely to get into trouble with the police when they leave school.

Mission Statement:

We seek to create a climate in school whereby bullying behaviours are not accepted by any member of the school community.

Our policy will use all pupils, parents, teaching staff, governors, lunchtime supervisors and community police officers to work towards the elimination of any form of bullying.

We aim to:

- Use all staff, parents and pupils as a positive resource in countering bullying.
- Use the curriculum as an intrinsic vehicle to raise awareness to the school's views and as a means of educating pupils to the school's expectations.
- Give help and ongoing support to victims.
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day.
- Use peer pressure against bullying behaviour.



- Make the unacceptable nature of the behaviour and the consequences of any repetition clear to the bully and his/her parents or carers.
- Help and give support to bullies to change their behaviour.
- Seek the involvement of outside professional agencies if and where necessary.

Bullying can take many forms:

Name calling, making fun of someone, stealing or breaking someone's things, pushing, hitting, punching, kicking, teasing, extortion, frightening someone into doing things they don't want to.

Flicking, poking, mock theft, exclusion tactics, weaknesses ridiculed, manipulation of others to victimize, sexual harassment, pranks/jokes, mimicking, racial intolerance, invading privacy, stirrers – encouraging others to fight, referring to family/home, life/clothes, destroying work/property, watching, laughing and shouting, refusing to co-operate in work or play, graffiti or other written insults.

Bullying can be physical, verbal or emotional by a single person or a gang.

It is widely recognised that there is a vast range of types of bullying and varying degrees of severity. It is often difficult to detect more subtle types of bullying, which may not be immediately obvious or overt and therefore difficult to deal with unless it is reported.

Victims:

Any child can be bullied, and although none of these characteristics can EXCUSE it, certain factors can make bullying more likely:

Victims are likely to be, but not always:, children who are not assertive (timid), unlikely to react, loners with few friends, anxious or fearful children, those outside a group, younger children.

Shy children, new children, being from a different racial or ethnic group to the majority, being different in some obvious way – such as stammering, having special educational needs or a disability, possess expensive accessories, being a 'provocative' victim i.e. - a child who behaves inappropriately with others, barging in on games or being a nuisance, provoking others to react.

Some Reasons why children may become Bullies:

Other children may become bullies because:

- They are victims of violence themselves.
- It covers insecurity.
- They may be bullied at home.



- They do not belong.
- Are under pressure at home to succeed.
- They do not like the victim.
- Entertainment.
- Jealously.
- Justify own inadequacy
- Attention seeking
- Enjoy power over peers
- Copying behaviour at home or on TV.

Parents and Teachers need to be vigilant and watch for any early signs of distress:

Children may:

- Be frightened of leaving school.
- Be unwilling to come to school.
- Run away from school.
- Do not want to go out at playtime/dinnertime.
- Cry a lot more.
- Be hungry after lunch.
- Become distressed.
- Be quieter than usual.
- Become disruptive.
- Being withdrawn.
- Deterioration of work.
- Headaches/stomach ache/sore throat/nausea/vomiting.
- Isolation.
- Desire to remain with adults.
- Erratic attendance.
- General unhappiness/anxiety/fear.
- Bed wetting.
- Weight loss.
- Loss of appetite.
- Have damaged or lost clothing and possessions.
- Unexplained bruises.

Any of the above symptoms do not automatically indicate that bullying is taking place and may be signs of other difficulties.

Victims of bullying feel:

- Ashamed that they have been singled out for the bully's attention and they have no control.



- Guilty that they have done something that deserves being bullied.
- Powerless.
- Feel there is nobody to turn to – if you tell it will make matters worse.
- Isolated.

PROCEDURES

Children: Guidelines for children who are being bullied:

1. Don't suffer in silence.
2. Go and tell somebody you feel you can trust. Adults in the school will always listen to you.
3. We will take your complaints seriously.
4. We will keep a record of incidents of bullying.
5. We will try to:
 - Stop the bullying.
 - Find out the facts
 - Make you happy again.
6. Walk away, do not fight back or react.
7. Stay close to a friend, teacher or lunchtime supervisor.
8. Avoid any area in which you do not feel safe.

Parent/Carer: Guidelines for a child who is being bullied:

- Stay calm.
- Listen to your child.
- Establish the facts.
- Be supportive.
- **TELL THE SCHOOL IMMEDIATELY**

Parent/Carer: Guidelines for a child who is suspected of being a bully:



- Stay calm.
- Establish the facts.
- Talk to the child calmly, be supportive.
- Consult and share information with the school.

All incidents of bullying should be reported to the Head Teacher.

Six Key Points:

- We will never ignore suspected bullying.
- We will not make premature assumptions.
- We will listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth.
- We will adopt a problem-solving approach, which moves on from justifying themselves.
- We will follow up repeatedly, checking bullying has not resumed.
- We will encourage all pupils who see bullying going on, to report it straight away and not join in.

Action taken by the school:

- The incident will be investigated and recorded.
- The school will investigate the underlying causes, which might have made an individual pupil act in this way, and develop strategies to encourage more acceptable attitudes and behaviour.
- Parents will be informed of any bullying, that such behaviour is unacceptable to the school community and may lead to disciplinary action.
- The bully will have to make an apology to the person he/she has bullied.
- Be made to think about why he/she bullied someone.
- A behaviour plan may be initiated and discussed with parents and child.
- Temporary exclusion from school if deemed appropriate.



- Where other strategies do not resolve the problem, PERMANENT EXCLUSION may be justified in the most serious and persistent cases, particularly where violence or threatened violence is involved.
- The local police could be informed in a case where a pupil reports bullying off the school premises.
- The victim will be given on-going support. Monitoring of the situation by Staff will take place daily for two weeks, initially to ensure the bullying problem has not re-occurred, and then intermittently.

STRATEGIES TO COMBAT BULLYING

Through the curriculum – Anti-bullying Work

- Encourage caring and nurturing side of children – looking after one another.
- Working and playing together – make sure children are not left out.
- Discuss friendships and ways of being assertive in P.S.E.
- Build positive self-images amongst the pupils.
- Ensure adequate supervision in the playground.
- Role play – what would they do/say?
- Teaching pupils to talk through disputes, rather than using aggression or bullying.
- Discuss incidents of bullying as they arise.

This will be done through school assemblies, co-operative group work, circle-time, PSHE Social Growth Programme, and through an effective playground policy.

Links to other school policies

The Equality Act 2010

We are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Monitoring:

The head teacher will be responsible for monitoring the effectiveness of this policy.

This will be done through:

- Monitoring the records, school procedures, the curriculum and behaviour.



- Monitoring the record keeping itself to ensure that it is being used accurately.
- Oral feedback from the school community.

The monitoring of records and procedures will identify the effectiveness of the policy. Records will be kept for the length of time the child is in the school. Records and monitoring will inform future planning and review of the PSHE PROGRAMME, procedures and other policies. Only the Head teacher, class teacher and parent/carer of the child involved will have access to the records.

Evaluation:

The anti-bullying policy will be reviewed every school year using data from monitoring and oral feedback, which staff, families, pupils and governors provide.

This policy was formulated by a working party consisting of representatives of the school teaching staff, governors, lunchtime supervisors, local police, parents, BAES and shared with the whole school community.