



**SHIRE OAK**  
C of E (VC) Primary School

**Rooted in the community – growing for the future**

## **Anti-bullying Policy**

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## Shire Oak Values: A happy, safe and nurturing environment

- Staff and pupils show mutual respect for each other.
- We enjoy a stimulating and purposeful atmosphere in school.
- Our school is a happy place; children know that their concerns will be dealt with promptly and effectively.
- Children learn to be good friends, to care for each other and work cooperatively.
- School provides a safe and secure environment in which children learn to deal with risk appropriately.

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere. We spend time teaching children clearly what bullying is and that any kind of bullying is unacceptable at our school. If bullying does occur, all pupils know how to tell and know that incidents will be dealt with promptly and effectively.

## Why is it Important to Respond to Bullying?

- Bullying hurts and can have long lasting effects.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Both the victim and the perpetrator need support and guidance.
- To encourage and develop the role of the bystander in reporting bullying behaviour.

## What Is Bullying?

Bullying is the use of sustained aggression or intimidation with the intention of hurting either physically or emotionally another person. Bullying can be direct or indirect and results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities
- Written Graffiti or through letter or written articles
- Indirect Threatening a victim into social isolation through a wide variety of techniques, including spreading gossip, refusing to socialise with the victim, bullying other people who wish to socialise with the victim, and criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, sex, or sexual preference, etc.).

There can be different dimensions to bullying

- **Racist** : Racial taunts, graffiti, gestures. Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin.
- **Sexual**: Unwanted physical contact or sexually abusive comments or suggestions. The recipient of this abuse can be male or female.
- **Homophobic**: Because of, or focussing on the issue of sexuality. Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. All staff should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone

### **It is important to note:**

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **Procedures at Shire Oak C of E Primary School**

1. Children are taught the difference between bullying and poor behaviour.
2. Children are encouraged to report all incidents of bullying or perceived incidents of bullying to any adult in school they trust.

However the most effective way of doing this is as follows;

- Child tells a trained peer mediator if they feel someone is being kind or unfair.
- If necessary the child or peer mediator tells an adult.
- If the child is still worried, they write a worry in the worry box which is followed up the same day by Mrs Whitehead.
- If the child is still worried or unhappy they speak to their class teacher, the Deputy Headteacher or the Headteacher.

All reports are taken seriously by adults in school and referred to a more senior member of staff whenever necessary. Leaders should deal with the incident through mediation and monitoring of the outcome.

3. In all cases of bullying, an 'Incident monitoring form' is completed, indicating what has happened, how this has been addressed and any follow up actions.
4. Children who are vulnerable either as victims or bullies are added to a list of pupils that the lunchtime supervisors know to monitor carefully.
5. In some instances victims or bullies may be referred to the Learning Mentor who can set up support sessions or one to one counselling.

### **Racist or Homophobic comments or incidents**

Comments of this nature as part of a sustained bullying incident or one off comments are reported directly to the Head Teacher via the Harassment Reporting Form (see appendix A).

### **Behaviour policy**

We have a Behaviour Policy and it is intended that this policy should be read in conjunction with our behaviour policy, which outlines our responses to day to day behavioural incidents.

### **Prevention**

We will use PSHCE lessons, Assemblies, Outside Speakers, Anti Bullying Campaigns and The National Anti Bullying week to help us prevent Bullying in our school. In addition:

- Each class has its own set of rules or code of conduct
- Pupils sign the home school agreement
- Reading stories about bullying or having them read to a class or assembly
- Using Internet materials to support understanding of the issue.
- Using role play to explore attitudes and strategies to deal with bullying especially linked to the SEAL materials
- Having regular discussions about bullying and why it is important to deal with it.

### **Adult Bullying**

As a school we do not accept any kind of bullying including that of adult to adult intimidation. The scope of this policy therefore caters for:

- Staff to staff bullying.
- Bullying of staff by parents or parents by staff
- Bullying by members of the Governing body.
- Adults bullying pupils on school premises.

All the definitions and procedures outlined above apply equally to adult members of our community.

- Any incidents perceived or actual should be reported to the Head Teacher who will investigate and take appropriate action.
- In the case of perceived or actual bullying by the Head Teacher the incident should be referred to the Chair of the Governing Body.

### **HELPFUL ORGANISATIONS:**

Advisory Centre for Education (ACE)  
Children's Legal Centre

020 7354 8321  
0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)  
Parentline Plus  
Youth Access  
Bullying Online  
Kidscape website

0845 1 205 204  
0808 800 2222  
020 8772 9900  
[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)