



**Uffculme Primary School**

# **Anti-bullying Policy**

Approved by The Local Governing Body on: 28.9.17

Next review date: September 2022

## Anti-bullying Policy

### Children have the right to feel safe in school

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Pupils must be encouraged to report all bullying. It is the duty of every member of staff to protect the interests of children and to try to prevent any forms of bullying.

Bullying is defined as deliberately hurtful behaviour, usually repeated over a period of time.

The main types of bullying are:

- Physical - hitting, kicking, pushing, taking and damaging belongings
- Verbal - name calling, taunting, making offensive comments, including racist, sexist, homophobic or related to disability, making threats. This could be in spoken or written form.
- Relational - spreading rumours, excluding people from groups, deliberately ignoring
- Cyber bullying - using modern technology such as mobile phones or the internet. This includes bullying through such media as social-networking, text-messages, phone-calls, picture/video-clips, email, chat rooms, instant messaging and websites.

Within Uffculme Primary School, the children are taught that bullying is persistent:

- name calling
- threatening behaviour
- excluding others from joining in
- physically hurting – sometimes this stems from “rough play” which is discouraged
- giving nasty looks
- taking other people’s possessions
- talking about someone in an unpleasant way
- passing negative comments about someone
- racism – (all racist incidents will be dealt with no matter how trivial they may seem to be)
- making derogatory comments regarding appearance, issues connected to health or disability or gender
- cyber-bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, aggressive, feigning illness, taking unusual absences or clinging to adults. There

may be evidence of changes in work patterns, lacking concentration or truanting from school.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **How is cyber bullying different?**

Cyber bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyber bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyber bullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyber-bully or a target varies –age / size is not an issue
- Cyber bullying incidents can be used as evidence
- Cyber bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Uffculme Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

### **Key advice to pupils:**

The following points are taught to pupils on a regular basis, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post

- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc.
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police
- If you see cyber bullying take place then support the victim and report the bullying

There's plenty of online advice on how to react to cyber bullying. For example, **[www.kidscape.org.uk](http://www.kidscape.org.uk)** has some useful tips as well as the link on our school website to CEOP (Child Exploitation and Online Protection Centre)

### **Key advice for parents / carers:**

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyber bullying – emails, online conversations, texts etc.
- Report the cyber bullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider e.g. website, phone company etc.
- If the cyber bullying is serious and a potential criminal offence has been committed then consider contacting the police

### **Statutory duty of schools**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, governors, parents and pupils.

## Implementation

At Uffculme Primary School all adults have a responsibility to model positive and supportive behaviour in their dealings with pupils, and with one another, so that pupils have the confidence to pass on information. This ethos is stressed in our induction activities and regularly revisited in assembly and through PSHE (Personal, social, health and emotional) curriculum.

At Uffculme Primary School we are aware that it is the quality of relationships within a school community that allow issues to be resolved effectively. Consistency and continuity are very important, as is the support of parents and the wider community in upholding the values of the school.

Pupils are advised to tell someone directly if they feel they have been bullied. Parents and carers are also encouraged to contact the school about bullying and are reassured that the matter will be dealt with in a discreet, sensitive and appropriate way.

Pupils are encouraged to report bullying on behalf of others if necessary and to realise that it is never acceptable to be a bystander if bullying is taking place.

The following steps may be taken when dealing with incidents:-

### The School:

Stage	Consequences of bullying
1	<b>Quickly diffused</b> <ul style="list-style-type: none"><li>• The matter is sorted out quickly by the member of staff who decides the consequences for the child who has been bullying.</li></ul>
2	<b>Letter of apology/Parents</b> <ul style="list-style-type: none"><li>• If the matter is considered more serious the child writes a letter of apology to the child who has been bullied.</li><li>• The bully is timed out/loses a privilege or excluded from an area of the school</li><li>• A clear account of the incident will be recorded and given to the Key Stage leader</li><li>• The parents of the bully and the child who has been bullied are informed.</li></ul>
3	<b>Head teacher</b> <ul style="list-style-type: none"><li>• If a child bullies for a second time the Head teacher is informed.</li><li>• The child writes a letter of apology to the child who has been bullied.</li><li>• The name of the child who has been bullying is noted by the Head teacher</li><li>• The parents are updated on the situation</li></ul>

	<ul style="list-style-type: none"> <li>• The situation is monitored by the Head teacher</li> </ul>
4	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• If a child bullies for a third time, the school will devise an incentive plan to help the child who is bullying. This could take the form of an incentive chart.</li> <li>• The child who has been bullying may lose privileges.</li> <li>• The parents are updated on the situation.</li> <li>• The situation continues to be monitored by the Head teacher</li> </ul>
5	<p><b>Exclusion</b></p> <p>This is in extreme cases. This may be in the form of a fixed term or permanent exclusion dependent on the circumstances. Only the Head teacher can exclude a child.</p>

### **Pupils:**

Pupils who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a member of staff to reassure the pupil offering on-going support with an appropriate adult for an agreed period
- taking steps to restore self-esteem and confidence to allow the pupil to regain control of their social situation
- in some cases making a referral to an external agency

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the bullying behaviour of the pupil monitoring the pupil's progress and future behaviour
- in some cases making a referral to an external agency

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and with partners in the community.