

# **LANGFORD PRIMARY SCHOOL**

## **ANTI- BULLYING POLICY**

# Primary School Anti-Bullying Policy

## What is Bullying?

Bullying is the *deliberate* desire to hurt, threaten, frighten or intimidate another person. It takes the form of varying levels of physical, verbal or mental abuse, which can be both overt and covert. All such forms of abuse can be hurtful and damaging to a child.

## Bullying can be:

<b>Physical</b>	pushing, kicking, hitting, pinching or any form of violence
<b>Verbal</b>	name-calling, sarcasm, spreading rumours, teasing and taunting
<b>Non-Verbal</b>	making unkind or rude gestures, pulling faces and negative body language
<b>Emotional</b>	excluding, tormenting i.e. hiding books, tampering with property
<b>Racial</b>	hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin. Making fun of the customs, music, accent or dress of anyone from a different culture and refusal to work with or co-operate with others because of this
<b>Sexual</b>	unwanted physical contact or abusive comments

Evidence shows that bullying most often takes place in the play spaces, corridors, cloakrooms and toilets before and after school, during break times and between lessons. However, it can also take place in the classroom in the presence or absence of adults, both during and between lessons. Sometimes this form of bullying is the most pernicious and insidious as the victim suffers right under the nose of the adult who is supposed to protect them. Girls are particularly skilled at this sort of bullying.

## Identifying Bullies and Victims

In identifying bullies, or their victims, care must be taken not to be influenced by stereotypical images. However, research does indicate that children who become bullies have experienced harsh physical punishment or inconsistent attitudes towards their behaviour. Research indicates that bullies are usually bigger and stronger than average and often older than their victims; they have a tendency to impulsiveness and a need to dominate others. They often have low self-esteem and are aggressive towards parents, teachers and siblings.

Victims tend to be physically weaker and younger than their persecutors. They are often more cautious, sensitive and quiet. Many are lonely with few friends and have difficulty in asserting themselves in a group both in the classroom context and socially. Some bullies are also victims of bullying either at school or at home.

### ***Identifying symptoms of bullying***

- Complaints from the child
- Complaints / comments by other children
- Adult observation of actual bullying behaviour
- A child's behaviour changes
- Parental concerns are raised
- Specialist teachers' observations
- Children isolated or unwilling to 'join in'
- Avoidance of going out to play
- Tendency to stay behind to 'talk to teachers'
- Eating disorders
- Crying or fearful
- Reluctance to talk
- Unhappy at school
- Spending time at the school nurse, particularly at break times

### **The School's Responsibility**

Langford Primary School is responsible for *preventing* and *protecting* all members of the school community from any form or act of bullying. As stated in the Mission Statement Langford fosters 'an atmosphere of mutual respect, tolerance and regard for all members of society'. To this end the school will ensure that acts of bullying will be dealt with as outlined in this policy.

Bullying; How to Tell; Children's Rights and What to do about Bullies should be part of the pastoral care at school and as such should be embedded in the PSHE programme and included in Circle Time discussions.

We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at school. If bullying does occur, all pupils should feel confident enough to tell an adult and be reassured that incidents will be dealt with promptly and effectively. We have a full-time member of staff who is the designated 'Child & Family Support Worker'(CFSW), Collette Deleon, and she is available for any pupil to see if they wish to talk to someone.

'Playground Patrol' is run by the KS2 School Councillors, who are available at break times for advice or as trouble-shooters. They are managed and supervised by a member of staff who has responsibility for mentoring and she is also available to discuss bullying issues with the children as well.

We are a TELLING school – anyone who knows that bullying is happening is expected to tell either the school council Playground Patrol team or a member of staff.

**Recent research has indicated that children who are anxious or fearful *do not learn* as part of the brain, the neo-cortex, that deals with higher order thinking, closes down when a person is 'stressed'. Therefore it is imperative that children feel safe, secure, valued and confident within the school setting.**

## **Reporting Bullying**

When an incident of bullying has been identified it is essential that action is taken speedily *to protect* the victim and *to stop* the bullying. The pupil population, as well as the school community, need to be reassured that the school stands firm and is committed to protecting its pupils. The class teacher is the first person who needs to be informed and to carry out the following.

## **Recording Incidents of Bullying**

As a result of the first incident the pupil/s will be given a *verbal warning* by the class teacher that is appropriate for the age and stage of development of the pupil/s concerned. This will be recorded by the class teacher, as part of the school's record keeping procedure. The child / children concerned may well be seen by the CFSW, who will go over all aspects of the bullying incident with both the bully and the victim.

As a result of a second, or ongoing, incident/s the class teacher will involve the Key Stage Coordinator who will speak to the child/children concerned. KS2 children – both bully and victim - will be asked to write an unaided written report of what occurred. This is essential as it forms a basis upon which older children can reflect about their behaviour. ***The written record must be place in the pupil's file.*** In cases of 'group bullying' the children will be spoken to as a group either in the context of the class or aside.

Sometimes the CFSW works with a small group of pupils, in order to foster better peer group relationships and sort out the friendship problems that give rise to bullying.

If the class teacher, or the KS Coordinator, deem necessary the Deputy or Headteacher will be asked to speak to the child/children concerned. Children will be advised that should their bullying behaviour continue their parents will be asked to come in to discuss the matter.

***If bullying persists*** then the Headteacher will request that the parents come in for a meeting to discuss their child's behaviour and to advise the parents of the steps that must be taken to stop it. This may include one or more of the following:

- The pupil to be excluded from breaks/playtimes
- The pupil to spend time reflecting upon his/her behaviour and the consequences of his/her actions upon others.
- The pupil to be called before the School Council – the class to decide
- A written warning letter to go on the pupil's file – copy to parents
- Referral to the Primary Inclusion Development Service (PIDS) for those children who have serious issues to resolve.

**In rare cases, where bullying behaviour continues to the detriment of one or more pupils, then the Headteacher will seek advice from the Board of Governors as to the best action for the protection of other pupils in the school community.**

In all cases of bullying it is essential that the class teacher continues to monitor and support the children involved over a period of time until new patterns of behaviour are established. This can be done both informally and formally as part of the Personal, Social and Health Education programme, on a one-to-one, in small groups or as a class.

***Remember: A bully's behaviour can be changed***

### **The PSHE Programme**

As part of the PSHE programme all the classes will have lessons on what constitutes appropriate behaviour and on how to get along with the peer group. There are specific lessons on bullying, why bullying occurs and on what to do when bullying is observed or experienced. The policy will be made clear to the children and the course of action to be taken by the school will be fully explained.

The children themselves, within their Key Stages, are expected to take responsibility for their behaviour and are encouraged to develop a sense of community. To encourage and develop social awareness, there is an active Primary School Council elected on a democratic basis.

Each class, from Year One to Year Six, nominates and elects a representative who attends the meetings. The School Council representatives can help monitor and control behaviour. Children feel freer to confide in their peers when in trouble and similarly they tend to listen to their peers when reproached.

Currently the Primary School Council warns bullies of their anti-social behaviour and if they do not heed the warning they are summoned to a Council meeting where they are spoken to by all the councilors, one at a time. So far this has been a positive and constructive way of managing pupils' behaviour. The children do not like to be reprimanded by younger pupils and they are more willing to respond to peer group pressure.