



# **Eastfield School**

## **Anti-Bullying Policy**

Other related academy policies that support this Anti-Bullying policy include the Restorative Practice Policy, Child Protection policy, Behaviour Policy, Physical Intervention Policy and E safety Policy

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# EASTFIELD PRIMARY SCHOOL POLICY FOR ANTI-BULLYING

## Mission Statement

All decision making at Eastfield Primary School is informed by the desire for children to:

**Be Safe and Happy  
Be Respected and Respectful  
Learn in order to reach their full potential**

## Equal Opportunities Statement

At Eastfield, we ensure that all pupils have equal access to the full range of educational opportunities provided. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

## Safeguarding Children in our care

**Eastfield Primary School recognises that "...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency." (Working Together to Safeguard Children 1999).**

Designated Governor for Anti-Bullying: Hazel Gilson  
Anti Bullying Leader: Sarah Weston  
Well Being Officer: Rebecca Smith and Sarah Carr

## OUR AIMS ARE :

- To promote a safe, secure and happy environment where quality relationships are important and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring
- To inform pupil and parents/guardians of the school's expectations and to foster a productive partnership

At Eastfield Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, all stakeholders are actively involved in reviewing and revising this policy and monitoring behaviour and preventing bullying.

### Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can include ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems like this kind arise it is not necessarily classed as bullying unless it is done repeatedly and on purpose.

*The DCSF "Safe to Learn: Embedding anti-bullying work in schools" (2007) definition of bullying is:*

*"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".*

Bullying is **not** for example falling out with friends or choosing to play with other children.

Specific bullying relationships (DCSF "Safe to Learn") are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff - see Whistleblower's Policy

Eastfield Primary School describes the forms of bullying in terms of "how" the bullying is carried out in the following terms:

a). Direct

- Physical
- Verbal
- Non-Verbal

b). Indirect - Cyber Bullying (see E-safety Policy and Supporting Material)

Children are bullied for many reasons, or no reason. Bullying relates to difference - real or imagined.

The following is a list of reasons from DCSF "Safe to Learn" Guidance:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

## **Physical Bullying**

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

## **Verbal Bullying**

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

## **Cyber Bullying**

Cyber bullying is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.

## **Indirect/Social Bullying**

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

### **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

### **Reporting Incidents in and out of School**

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form, for example Worry Box. Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.
- The school's Behaviour Policy outlines procedures for reporting and recording incidents. If an individual child has been identified as the perpetrator, regardless of the identity of the victims, the matter would be passed onto the Phase Leader for further investigation. The Well Being Officer would also be informed at this stage.
- Schools have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

## **Prevention of bullying**

At Eastfield Primary we actively encourage positive relationships throughout the school and give lots of opportunities for discussions and problem solving to take place. All children take part in daily **restorative** class circles in addition to:

- Daily check-in/out circles
- Problem solving circles
- SEAL
- Anti-bullying awareness raising and key messages
- Participation in Anti-Bullying Week, special events
- Behaviour - rules, code of conduct, rewards / sanctions
- Productions and class assembly themes linked to SEAL and Citizenship
- Supervision by staff
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world
- Emotional Well-Being workers
- Support programmes for vulnerable pupils
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Healthy Schools.
- Working with the School Council
- Circle Time
- Playground Buddies
- Peaceful Problem Solvers

## **Restorative Practice**

Eastfield Primary is a restorative school. The basis of restorative practice concentrates on developing relationships on all levels. Core values such as respect, honesty, responsibility, resilience and trust are explored and defined to encourage the understanding of others' feelings. Daily class community building circles give opportunity for all to share their feelings and problems, which in turn gives opportunity to identify potential problems.

Restorative practice provides a protective factor around bullying issues ie the children have the opportunity to set up support networks and positive plans for the day every morning. Any bullying issues will be dealt with through a restorative process which enables explanations,

reassurance, accountability and a resolution that is supportive for all parties.

Restorative practice is instrumental in preventing, identifying and resolving issues and supports our anti-bullying policy.

(For further information regarding restorative practice - please see our restorative practice policy)

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember - Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible and record their responses (incident logs). Advise the Deputy Head teacher immediately.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Eastfield Primary School
- If they own up then follow the schools procedure of informing parents ( See Behaviour Policy)
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim.
- In agreement with parents, help and advice may be sought from External Agencies
- Sanctions for the bully may include use of withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes depending on the perceived severity of the incident(s)

- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Eastfield Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All pupils should be encouraged to use Restorative Circles to discuss any incidents of bullying they have witnessed or experienced.
- Transition Programme for Year 6 pupils identified as Vulnerable or At Risk

## **Roles and Responsibilities**

### **Governing Body**

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying

### **Headteacher**

The Headteacher is responsible for implementing the anti bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

### **Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which support the school policy
- Emphasise and behave in a respectful and caring manner to create a positive atmosphere
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's policy

### **Parents/Carers**

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at the school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

### **What to do if you think your child may be being bullied**

#### **Watch for a pattern**

- Wanting more/less attention
- Not wanting to go to school
- Frequent minor illnesses
- Coming home with bruises or torn clothing
- Possessions disappearing
- Becoming withdrawn

### **What to do**

- Treat the matter seriously
- Keep a diary of incidents
- Try and help your child deal with the situation
- Do not approach the bully
- Do not advise your child to fight back
- Contact the school and speak to the Lead Co-ordinator, Key Worker, Headteacher

### **Pupils**

We expect that pupils:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

### **Complaints**

Parents should contact the named Lead Teacher if they are not satisfied with how the school's attempts to resolve instances of perceived bullying. If they are still not happy, they should request a meeting with the Headteacher. If parents/carers are still not happy then they should follow the school's Complaints Procedure (see school website).

### **Website links to additional resources**

Anti Bullying Alliance - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline - [www.childline.org.uk](http://www.childline.org.uk)

Kidscape - [www.kidscape.org.uk](http://www.kidscape.org.uk)