



Allendale Primary School

Anti Bullying Policy

This policy should be read in conjunction with our Behaviour Policy.

Any form of bullying will not be tolerated in our school.

After consultation with the children through the children's survey and discussion with the school council the following statements/comments are what the children of our school think bullying is;

- When people are silly together and hurt one another.
- Being unkind, name calling, saying unkind things, teasing people, hitting, spitting, pulling, pushing, pounding and kicking.
- When other children will not let you join in or leave you out of their game.
- When other children are *always* being mean

Where does bullying take place in our school?

- A little bit on the football yard.
- Sometimes with older children name calling on the bus.

What should you do if you are being bullied?

- Tell the teacher.
- Tell an adult.
- Go to the playground buddies for help.
- Stand up to them, say stop and walk away.
- Tell the adults on duty.
- Tell your friends.
- Tell your parents.
- Put a note in the red furry box.
- Ask for help.

When does bullying take place in our school?

- Sometimes at lunchtimes.
- Not so much at breaktimes
- Sometimes going home on the bus

These are the views of our children and whether we agree or not with what they say, in their minds this is bullying and we as a whole staff need to be proactive in creating an environment which limits the opportunities for any form of bullying.

Our principal aim is to raise children's self esteem. This will not happen when bullying is tolerated.

Actions to be taken:

- All staff must respond positively to children's concerns.
- All staff should be vigilant when on duty in the yard, being aware of instances and places which could lead to bullying.
- The children need to know something will be done to address the problem.
- The children need to feel secure in an environment where their views and concerns are valued.
- The views of the children are crucial in our zero tolerance approach to bullying so regular consultation is a priority.
- The quiet yard must remain as a place where children can sit and talk or play quietly.
- The use of circle time as a means of "teasing out" playground issues should be encouraged.
- Liaise with the bus drivers with reference to any bullying on the transport.
- The role of the older children and the school council should be further developed in connection with the playground buddies to encourage the children to **tell** what is happening.
- All staff must be familiar with the information attached relating to the different forms and types of bullying some of which may be new to adults working in our school.
- In extreme circumstances (which are unlikely) we would make use of outside agencies such as behaviour support to work with the bully or the bullied. We may also have to involve County for issues outside school, such as difficulties on the transport.

The critical point is children must tell in order for something to be done. However, they will only tell if they feel the adults in school are approachable and willing to listen in a non judgmental way.

We as a school agree wholeheartedly with the County Councils Statement of Principle. As detailed below;

STATEMENT OF PRINCIPLE

Northumberland County Council seeks to provide a safe, secure and positive environment where:

- Children and young people can achieve their potential, making full use of the opportunities available to them
- Children and young people involved have the right to have themselves and their property treated with respect and to be free from intimidation

The County Council seeks to protect these basic human rights by ensuring that those acting on their behalf:

- Are proactive in setting up a range of preventative measures.
- Actively listen to children, young people and where appropriate their parents or carers.

The document **The Nature of Bullying** details the different forms of bullying and should be read by all adults working in school.

Mrs Hawkins or Mr Vincent should be the first point of contact for any concerns.

This policy links to other policies such as Child Protection, Inclusion and Behaviour.

This policy was produced by staff, governors and pupils.

It will be reviewed and amended annually.

Allendale Primary School

Anti-Bullying Policy

February 2016

Review Date

February 2017

The Nature of Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which

may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has seven elements

- An initial desire to hurt
- The desire is expressed in action
- Someone is hurt either physically or emotionally
- There is an imbalance of power
- It is without justification
- It is typically repeated
- There is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms:

- Physical bullying hitting, kicking, taking belongings
- Verbal bullying name calling, insulting, making offensive remarks
- Indirect bullying spreading nasty stories, exclusion from social groups

Name calling is the most common direct form. This may be because of individual characteristics. However, pupils can be called names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones, including camera phones to harass or transmit derogatory text messages and or photographs must also be viewed as bullying.

Bullying is always significant to the person being bullied.

Bullying by race, Gender, Sexual Orientation or Disability

1. Racist Bullying

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person." A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse - name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school or organisation's premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, f=dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

For further information and guidance consult the DFE publication on homophobic bullying 'Stand up for us'

2. Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

Sexual Orientation

Pupils do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough. (in a survey 82% of teachers in 300 secondary schools in London were aware of verbal incidents. Only 6% of these schools referred to this type of bullying within their policy).

Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

For further information and guidance consult the DfE publication on homophobic bullying, 'Stand up for Us'.

3. Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Recognising Bullying

A recent survey showed that bullying in schools is widespread. Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self-esteem or difficulties making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self-esteem and self-worth
- Poor academic performance
- Exclusion from normal social experience

- A strong desire to escape the situation which may result in absconding or truanting
 - A desire to self-harm or even commit suicide
- ❖ Those who are being bullied may exhibit the following:
- Unwillingness to attend or participate in activities
 - Unwillingness to venture into some areas of a building
 - Fear of walking to school or of using public transport
 - Underachievement
 - Books or clothes destroyed
 - Possessions and money going missing
 - Signs of distress such as crying easily, lack of appetite
 - Becoming withdrawn or disruptive and / or aggressive
 - Stammering
 - Stealing to pay the bully or replace missing possessions
 - A variety of physical symptoms including cuts, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
 - A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.