



ALLENDALE PRIMARY SCHOOL

ANTI BULLYING POLICY

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

Rationale:

At the heart of our ethos at Allendale Primary School, we uphold the value of Respect. We expect all adults and children to show respect for each other, the school community and the environment so that they are free from any intimidation. We are committed to providing high quality educational experiences within a nurturing, friendly and safe environment for all our children. We believe that all children should feel safe and secure at school and are able to participate in all school activities, protected from harm, making full use of the opportunities available to them. This is the responsibility of every adult who works or volunteers at our school and we expect all visitors to show due respect as given. We are proactive in our approach to behaviour and our procedures to promote positive behaviour where children develop self discipline and regulation. We actively listen to concerns from children, parents or staff and act appropriately. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from all forms of abuse, neglect and bullying.

Aims:

We aim to provide a healthy, safe and secure environment for everyone in our school community to enjoy, achieve and make a positive contribution, free from any intimidation, by promoting and practising British values through assembly times, PSHE activities and in our everyday manner and approach. As a whole staff we need to be proactive in creating an environment which limits the opportunities for any form of bullying and in which all know that bullying is unacceptable and will not be tolerated. We aim to educate the whole school community in helping to prevent, identify and deal with bullying incidents. This policy promotes the belief that the whole school community has a responsibility in preventing bullying and deal with it in an appropriate and sensitive manner.

Policy Objectives:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What is Bullying?

DFE guidance (2017) defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care

or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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.

The Anti-Bullying Alliance defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

Any allegation of bullying should always be taken seriously as any form of 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 can be:

- Emotional- being unfriendly, excluding, tormenting, spreading nasty rumours
- Physical- pushing, kicking, hitting, punching or any use of violence; taking belongings
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of or focussing on the issue of sexuality
- Verbal - name-calling, insulting, spreading rumours, teasing, making offensive remarks
- Cyber - inappropriate use of information technology which involves any of the following: texting, use of phones including camera phones to harass or transmit derogatory messages and or photographs, happy slapping, use of internet e.g. e-mail and social networking sites

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. 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 By Race, Religion, Gender, Sexual Orientation or Disability:

- **Racist and Religious 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, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play
- Teasing, hurting, name calling, threatening, telling inappropriate jokes related to a person’s religion

For further information and guidance consult the Northumberland County Council anti-racism policy

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

For further information and guidance consult the DfES publication on homophobic bullying “Stand Up for Us”

- **Disabilities**

- Students 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 students may not be able to articulate their experiences.

- **Being Different**

- Children who are perceived by other pupils as being different may be at risk of being bullied. This may include appearance related differences, family structure, looked after children or young carers.

In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

Why is it important to respond to Bullying?

Research shows that 75% of bullying in primary schools takes place in the playground. Both boys and girls bully and can bully as individuals or as members of a group. Students who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying hurts and can have a devastating effect on an individual. No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or children who are bullying needs to learn different ways of behaving. As a school, we have a responsibility to respond promptly and effectively to any issues of bullying or perceived bullying.

Actions to be taken:

We need to ensure that we have a consistent approach in dealing with any allegations of bullying, including those which happen outside of school, e.g in the park after school, cyberbullying, on journeys home, including school transport.

- All staff must listen and respond positively to children's or parents' 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 and they know they will be listened to.
- The views of the children are crucial in our zero tolerance approach to bullying so regular consultation is a priority.
- There should be places where children can sit and talk or play quietly.
- The use of circle time / PSHE as a means of "teasing out" playground issues should be encouraged.
- E safety lessons should regularly reinforce cyber bullying issues.
- Assemblies should be used to reinforce anti bullying information.
- Anti Bullying Week and initiatives should be celebrated within school to raise awareness.
- Surveys should be carried out to find out the views of children and parents regarding bullying and any issues acted upon.
- Visitors and outside agencies may be invited into school to work with cohorts.
- Staff should support both the child who has been bullied and the bully themselves. Often those who bully are unhappy and have issues of their own.

- Staff should record any incidents on an incident form, (blank forms can be found in the staffroom file), and handed to the Headteacher for follow up and secure storage.
- Parents should speak to their child's class teacher in the first instance. If the bullying continues they should speak to the Headteacher.
- Parents can email their concerns, for the attention of the class teacher. If the bullying continues they should contact the Headteacher.
- Parents should be informed and invited to come into school to discuss any repeated incidents of bullying.
- Parental workshops should be run to address e safety concerns, including cyber bullying.
- Liaise with the bus drivers with reference to any bullying on the transport.
- The Anti Bullying Ambassadors should encourage children to tell if something is happening which upsets them. They can approach staff on behalf of younger children.
- Children should be reminded about the Headteacher's Red Furry Box which can be a means of letting an adult know about bullying if the child is uncomfortable verbalising their concern.
- Children can use the anti bullying reporting box, set up by the anti bullying ambassadors. This box is located in the main corridor and checked regularly by staff.
- 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.

The class teacher should be the first point of contact for any concerns. If the issue cannot be solved then the Deputy Headteacher or Headteacher may be involved.

The lead teachers for Anti Bullying are Mrs A Hawkins and Mrs K Huddleston.

Mrs J Cooper is the lead governor for anti bullying.

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 a greater prevalence of poor mental health. Those who are bullied are often reluctant to say what is wrong or to seek help.

Monitoring and Review:

This policy is monitored regularly and reviewed with children, staff and governors annually, taking into account any comments from parents.

Any incidents of bullying will be recorded and form part of the Governor safeguarding monitoring visit and annual safeguarding report to governors.

Children are consulted in PSHE, Anti Bullying work, Anti Bullying Ambassadors, School Council and in school surveys, on how effective the school is in dealing with bullying.

Parents have an opportunity to feed back through school surveys and open afternoon feedback.

This policy links to other policies such as:

- Child Protection
- Inclusion
- Behaviour
- Equalities
- Attendance
- Acceptable Use
- E Safety
- PSHE
- Staff Code of Conduct

It will be reviewed and amended annually.

Allendale Primary School
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January 2022

Review Date
January 2023