

Petworth CofE Primary School

Anti-Bullying POLICY



As a Rights Respecting School, all our policies are underpinned by the United Nations Convention on the Rights of the child.

Article 2: *The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.*

Article 28: *All children have the right to a primary education, which should be free.*

Reviewed:	April 2024
Next Review:	April 2025
Person Responsible:	John Galvin

1 INTRODUCTION

All children have a right to attend school without fear of being bullied. Any complaint or suspicion of bullying will be carefully investigated and dealt with as appropriate.

1. What is Bullying in School?

Bullying involves repetitive intimidating activities by one or more children upon another child or children over a period of time. It is recognised that bullying could be physical, verbal or indirect. Bullies have some sort of power over their victims and bullying is the illegitimate use of this power.

It is recognised that bullying is more likely to occur when children are in communal areas such as corridors, cloakrooms, corners of the playground etc. However, it can also occur outside of school e.g. online using email accounts issued by the school.

Bullying is wrong and damages individual children. We will do all we can to prevent bullying by promoting a school ethos in which bullying is regarded as unacceptable.

The Anti-Bullying Alliances' definition of bullying:

- repetitive, wilful or persistent
- intentional harming, carried out by an individual or group
- an imbalance of power leaving the person who is being bullied feeling defenceless

What types of bullying are there?

- being called names;
- being teased;
- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over money or possessions;
- being pushed or pulled about;
- being hit or attacked;
- having your bag and other possessions taken and thrown around;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

(Appendix 1 for child friendly definitions)

2 AIMS AND OBJECTIVES

- To be pro-active in our response to any bullying incidents that may occur.

- All stakeholders will be aware of our policy and pro-active approach.
- All stakeholders will know their role when dealing with any issues that may arise.

3 THE ROLE OF GOVERNORS

- The governing body supports the school in promoting positive relationships within the school. This policy statement makes it very clear that the governing body has zero tolerance to bullying taking place in our school, and that any incidents of bullying that may occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur. The effectiveness of the school policy is reviewed annually. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to them on request about the effectiveness of school anti-bullying strategies.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

4 THE ROLE OF THE HEADTEACHER

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour is wrong.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying at the beginning of the academic year.
- The headteacher sets the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 THE ROLE OF THE TEACHER

- Teachers in our school take all forms of bullying seriously and are pro-active in ensuring that incidents do not occur. If there are any incidents, that may be interpreted as bullying, at break times the duty member who dealt with the situation passes on all information to the relevant class teachers who record the details in class weekly books and appropriate action is taken.
- If teachers witness an act of bullying, they do all they can to support the children involved. If a child is being bullied the headteacher is consulted and parents informed.
- A concern log is kept, in the head's office, and all staff are made aware of any incidents that may arise.
- If, as teachers, we became aware of any bullying taking place between children, we deal with the issue immediately.
 1. Discussions with all involved to establish why this behaviour is happening and why it is inappropriate.
 2. To consider how to make the right choices eg. rewards and sanctions.
 3. Counselling by school staff, made available to all involved
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 THE ROLE OF PARENTS

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive role model of the school.

7 BULLYING BY ADULTS

Petworth CofE Primary School will not tolerate any bullying or intimidating behaviour by adults, which include online bullying. The school will treat any such occurrences very seriously and will assist members of staff in pursuing the appropriate legal remedies.

8 MONITORING AND REVIEW

- This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour log, concern's folder and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix 1

We think that KS1 children will be able to understand this definition:

It is bullying when people:

- Hurt others on purpose-especially by hitting or kicking
- Say they will hurt them
- Tease others unkindly
- Call people names
- Take their things, spoil or throw them away
- Say unkind things about others, whether true or not
- Prevent others from joining in their work, play or group activities.

It is not bullying when people:

- Hurt you by accident
- Don't know you want to join in
- Won't let you have your own way
- Ask you to wait in turn
- Want you to go by the rules
- Borrow or use your things and forget to ask you, especially if they do not realise the things are not for general use.

We think that KS2 children will be able to understand this definition:

It is bullying when people:

- Deliberately hurt others time after time, especially when they are unable to defend themselves
- Tease others, especially when the person getting teased begins to feel unhappy about it
- Call others names, especially when the names are about how people look e.g. race, colour, culture, gender, ethnic origin or any form of disability
- Threaten that they will hurt others
- Try to take possessions or money by force
- Demand that others give money or possessions
- Force others to do things they should not do
- Hurt others physically
- Spoil, damage, take or throw away other people's belongings
- Leave people out of play, groups or other social activities deliberately or frequently
- Exaggerate tales or spread rumours particularly when meaning harm to the person
- Act maliciously towards others openly or by stealth
- Make offensive remarks, hiss or otherwise show that they are intending to

- hurt or dominate them

It is not bullying when people:

- Borrow things and forget to return them
- Ask if they can join in
- Call you by a name you are not happy with
- Hurt you accidentally
- Explain why you cannot be included in a group activity

Appendix 2

Parents are often inclined to make judgements about other people's children and then go on to voice their perceptions to other parents or to members of staff. This 'finger pointing' can be very damaging, particularly when the school staff might already be working very hard to support the positive behaviour of a pupil with more complex issues. The sharing of unfounded opinions can also be based on personal prejudices that lie beyond the school gate. Behaviour outside of school (of both children and adults) is often very different from that which takes place within school, making these situations all the more difficult to manage.

In dealing with these situations school staff can be put in a very awkward position as refuting a parent's allegation (for instance about another child's behaviour) is likely to involve divulging information about another child or third party. Staff must ensure that they behave even-handedly and do not allow themselves to collude with a parent when they express an opinion about another child.

Evidence suggests that there is a growing trend, nationally, of parents bullying staff and other pupils. This has been amplified by the popularity of social networking sites such as Facebook and Twitter. It is very easy to stigmatise a pupil, damage a teacher's career or tarnish the reputation of a school through unsubstantiated cyber gossip. It could also compromise the safeguarding of children if information about them is shared online.

It appears some people are prepared to say things via the internet that they would not say to someone in person. It must be understood that such postings can constitute a criminal offence and will frequently be defamatory.