

# The James Oglethorpe Primary School



## Anti-Bullying Policy

<b>Policy Review Date</b>	October 2016
<b>Date of next Review</b>	July 2020
<b>Reviewed by Head Teacher</b>	<b>Signed:</b>  <b>Date:</b>

## Anti – Bullying Policy

The Government defines bullying as;

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

The school has adopted this definition as a clear and simple statement that captures the nature of the action and the negative impact of bullying.

**‘It is not bullying when:** Children and young people of a similar age and size find themselves in conflict, having an argument, disagreeing, or even fighting, without imbalance of power or intimidation. The experience of conflict or disagreement is upsetting for those involved but it is not bullying.’ (Havering’s Anti-Bullying Strategy)

**We believe that every member of the school community has the right to:**

- Be able to learn and work in a supportive, caring and safe environment
- Be valued and treated with courtesy
- Have equal opportunities, regardless of sex, race, religion, sexuality or ability

**We promote good behaviour and do not tolerate bullying.**

This is a form of antisocial behaviour in direct conflict with the school’s...

- Aims
- Simple Rules and Expectations of Behaviour, and our
- Home-School Agreement

**We believe that:**

- Children who bully can change with support, guidance and boundaries
- We have a responsibility to both the bullied child and the ‘bully’
- Children should be taught the language to use to let their feelings be known
- All instances of suspected bullying should be taken seriously

**Our aims**

- ❖ There is no place for bullying in our school, we aim to change this behaviour.
- ❖ We will apply positive strategies to change this behaviour.
- ❖ We will give appropriate support to victims of bullying behaviour and to those who use bullying behaviour.
- ❖ If bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively.

*If bullying is reported or suspected that will never be ignored.  
We will take it seriously, investigate and then respond decisively according to the appropriate school procedure.*

## The James Oglethorpe Primary School

Ours is a **TELLING** school, anyone (including parents) who is aware that bullying is happening is expected to tell a member of staff and all staff are expected to be vigilant.

### Types of Bullying:

#### Bullying may be carried out by individuals or groups, and may take several forms:

Bullying is deliberately hurtful behaviour, aimed at hurting, threatening or frightening someone. The behaviour is repeated over a period of time and it is difficult for the victim(s) to defend themselves. Standing by without taking action to prevent bullying is seen as colluding with the bully.

Examples include;

Emotional e.g. Exclusion, for example excluding one child from a friendship group, or tormenting, for example hiding property, threatening gestures.

- Physical e.g. Hitting, pushing, kicking, spitting, hiding belongings, etc.
- Verbal e.g. Name-calling, insulting, racist, sexist or homophobic remarks
- Non-verbal e.g. Glaring, turning away from and generally ostracising the victim, etc.
- Racist e.g. Racial taunts, graffiti, gestures. Includes Travellers as a racial group.
- Sexual e.g. Unwanted physical contact or sexually abusive comments.
- Homophobic e.g. Because of, or focussing on the issue of sexuality.
- Indirect e.g. Spreading malicious stories about the victim, or deliberately excluding them from social groups, etc.
- Cyberbullying e.g. the use of texts, social networking sites, emails, etc.

#### Symptoms that could reflect instances of bullying:

- frightened of walking to and from school or being unwilling to go to school
- beginning to do poorly in their school work
- personal property being damaged or possessions going 'missing'
- becoming withdrawn, upset or tense, stopping eating
- contemplating/attempting suicide
- reports of nightmares/crying themselves to sleep
- unexplained scratches or bruises
- reports of asking for money or stealing (to pay the bully), losing pocket money
- refusing to say what is wrong
- improbable excuses to explain the above

### The James Oglethorpe Primary School's Approach to Dealing with Bullying

#### **Preventative Measures**

The school applies a range of preventative measures designed to discourage bullying, eg, effective supervision of pupils at breaks and lunchtimes, good communication between Midday Supervisors and teaching staff, opportunities for pupils to learn about and discuss bullying, to practise interpersonal skills and understand cultural and social differences through our SEAL, RE and PSHCE programmes, regular staff training, parent meetings/workshops, briefing for all new intake parents.

***The School adopts a three stage approach:***

***Stage 1: If Bullying Behaviours are reported***

The school investigates every alleged report of bullying behaviours by listening to all parties. If the investigation shows the clear features then action is taken under this Anti-Bullying Policy. If unacceptable behaviour is identified but which is not deemed to be bullying then that is dealt with under the school's Behaviour Policy.

***Stage 2: If Bullying Behaviours are identified***

The school's initial approach works to try and reduce the victim's anxiety about repercussions; it educates the individual/s displaying bullying behaviours by increasing their sense of empathy with the 'victim' and ensuring they take responsibility for their actions. Each pupil involved identifies ways in which they can change their behaviour and is asked to commit to stopping the bullying by implementing those changes straight away. The situation is carefully and regularly monitored with feedback taken from the 'victim' and given to the individual/s who is bullying. Praise and thanks are given to those who were engaging in bullying when positive outcomes and changes are seen and/or reported. The consequences of any future return to bullying behaviours will be clearly explained.

***Stage 3: If Bullying Behaviours Do Not Change***

In instances where those involved fail to keep to the agreements made and bullying continues, those individuals are considered to be acting defiantly and the school will use a range of sanctions (e.g. intervention meetings, detentions, sanctions, further involvement of parents, Pastoral Support Programme, fixed term exclusion) as appropriate.

In cases of serious and/or persistent bullying, permanent exclusion may result, following advice and intervention (if thought appropriate) from the Behaviour Support Team.

***Monitoring of Bullying Incidents***

All bullying incidents and remedial action taken will be centrally logged, whether detected by direct observation or reported by pupils, parents or staff. The Governing Body should receive a full report at least once a year on the extent of any bullying behaviour as well as the actions taken, including, where available, comparative information from other schools or other external sources.

**Expectations of Pupils**

We strive to provide an environment in which children feel confident to report cases of bullying. All staff are available to listen to such reports but the Head Teacher is the nominated 'Bullying Coordinator'. Children will be advised that...

- ❖ Bullying is not acceptable behaviour.
- ❖ In all cases pupils should talk to someone. If they are not listened to they should talk to someone else.
- ❖ Pupils should avoid reacting to a bully in a violent manner. Keep calm (the bullies won't like this) and report the incident as soon as possible.
- ❖ The school will investigate and follow-up all reports according to its procedure.

**Remember: adults can be demonstrate bullying behaviours too - so it is essential that all adults within the school community lead by example. This can be done by:**

- ❖ showing that problems can be solved by negotiation
- ❖ recognising there are always two sides to a story
- ❖ dealing with problems calmly
- ❖ showing courtesy and respect to each other, to pupils and to parents/visitors
- ❖ fostering positive relations with pupils and each other built out of respect not fear

### **Expectations of Parents**

We believe that the role of parents is vital in supporting and reinforcing school policy on bullying. Parents are encouraged to ...

- ❖ Support their children in following the school rules.
- ❖ Be aware of and support the school's policy on *Behaviour and Discipline*.
- ❖ Report any concerns about bullying to us promptly.
- ❖ Let the school deal with the problem and refrain from approaching alleged 'bullies' or their parents themselves.
- ❖ Make sure they get feedback following the report.
- ❖ Come back to the school immediately if they have further concerns or a bullying problem appears to be continuing or resurfacing.

### **Expectations of Staff**

Staff should be aware that bullying often exists unnoticed and should be ready to support, listen and investigate even where they themselves have seen no direct evidence of bullying. Staff should...

- ❖ Be aware of symptoms that could reflect instances of bullying: (see below)
- ❖ Be aware of children who are being isolated in class or from friendship groups.
- ❖ React positively and promptly to hurtful comments or criticisms that may occur during class discussion, question & answer sessions etc. and reinforce the school's, rules and policy on bullying.
- ❖ Ensure that the Head Teacher is informed of any reports of bullying, and what action has been taken so far.

### **General Information and advice**

All schools experience problems with bullying, even the best run. For most children growing-up involves learning how to build relationships with others. This is not always a smooth process as children vie with one another for attention and approval, from peers and parents. Most parents are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

Whilst we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive, and offence can be taken when none was intended.

Getting children to talk about upsetting experiences, real or imagined, is far better than leaving them to 'stew' over matters. Be aware also that, in school, gossip and rumour are commonplace and conflicts often arise through misinformation. It is for

## The James Oglethorpe Primary School

these reasons that we always try to expose bullying issues as quickly and openly as possible, in a constructive manner.

Unfortunately, for some children 'bullying behaviour' outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social and Health Education teaching programme so that the issue is seen to have a high profile and approaches and advice can be discussed and children given the opportunity to share their own feelings and views on the matter.

In respect of exercising its responsibilities the Governing Body at this school will refer to and be guided by the following document...

***'Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing bodies', March 2014***

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

They will also be guided by...

**DfE behaviour and Discipline in Schools Guidance**

If you find it difficult to talk to anyone at school or at home:

**Phone:** Child Line Freephone 0800 1111 or **Write:** Freepost 1111, London N1 OBR

## Homophobic Bullying APPENDIX 1

### Frequently Asked Questions:

#### What does homophobic bullying look like?

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

#### Who experiences homophobic bullying?

- Young people who are lesbian, gay or bisexual.
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have gay friends or family, or their parents are gay.
- Teachers and school staff who may or may not be lesbian, gay or bisexual.

#### Who does the bullying and why?

- Anyone, especially if they have not been told it's wrong.
- People who think that lesbian and gay people should be bullied, because they believe gay people are 'wrong'.
- People who might be gay themselves and are angry about that.
- People who think 'boys should act like boys' and 'girls should act like girls'.
- People who think gay people shouldn't have the same rights as heterosexual people.
- People who may have been bullied themselves, or have low self-esteem and poor communication skills.
- People who think gay parenting is wrong and pupils should be treated differently because of it.

#### What does homophobic bullying look like?

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay', e.g. 'you're such a gay boy!' or 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using online spaces to spread rumours about someone or exclude them. This can also include text messaging, including video and picture messaging.

#### Can it happen in Primary schools?

- Yes. Pupils may not know what the words mean but can use homophobic language against others as a form of bullying.
- Or, they may bully a pupil who has gay parents or family members.

#### Do we have to do anything specific to tackle it?

- You can do, but you can also use your existing methods for tackling bullying and make sure homophobic bullying is included.
- If a young person is not explicitly told that homophobic bullying is wrong, they may think that it is ok to bully someone in this way. Saying clearly that homophobic bullying is wrong makes a difference to pupils' experience.

### Addressing homophobic bullying in our school

To create an inclusive environment in your school where all pupils feel safe and are able to fulfil their potential requires a whole school approach. This should be integral to your school's mission statement and overall vision. The following ten steps can be taken to address homophobic bullying in your school:

1. **Acknowledge and identify the problem of bullying.** The most important step is to recognise that all sorts of bullying takes place in schools, even if some forms are not immediately visible.
2. **Develop policies which recognise the existence of homophobic bullying.** Ensure that your anti-bullying policy takes homophobic bullying into account. Take other appropriate action such as challenging use of the word 'gay' and ensuring fast removal of graffiti.
3. **Promote a positive social environment.** The ethos of the entire school community, including all staff and parents, ought to be to support all pupils regardless of their differences and to ensure that they are happy and safe.
4. **Address staff training needs.** Do not assume that only lesbian, gay and bisexual staff are able to deal with homophobic bullying, but ensure all staff are confident they know how to react to such situations.
5. **Provide information and support for pupils.** Make age-appropriate information about services and support available to secondary-age pupils through notice-boards, school-planners and websites.
6. **Include addressing anti-bullying including homophobic bullying in curriculum planning.** Try to include teaching about anti-bullying including homophobic bullying in the curriculum as a whole in an age-appropriate way and in accordance with National Curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This can be done formally in lesson times, but also informally, e.g. by providing information about LGB groups in appropriate places (and in line with school policy) within secondary schools.
7. **Feel able to use outside expertise.** People working in external agencies (such as lesbian and gay charities, youth-workers or local telephone helplines) can offer support, both outside and inside the classroom, in addressing homophobic bullying.
8. **Use positive role models.** Openly gay staff, governors, parents/carers and/or pupils can all be strong role models for the school.
9. **Do not make assumptions.** Do not assume that all pupils in a class are, or will be, heterosexual. Do not assume that all staff in a school or college are heterosexual. And do not assume that all pupils experiencing homophobic bullying are gay.
10. **Celebrate achievements.** Make successes known, such as updating the school anti-bullying policy or reducing the incidence of bullying through tutorial time, newsletters, notice-boards or websites etc.