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HEADTEACHER - Mr M. Gilbert
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MISSION STATEMENT Believe and Achieve

We are committed to the protection and safety of our pupils and safeguarding is a priority

ANTI-BULLYING POLICY

This policy runs alongside the Behaviour/Safeguarding policies

This policy takes into consideration the DfE 'Preventing and Tackling Bullying' and 'No Place for Bullying' (June 2012)

This policy has been reviewed with staff/pupils/parent/governor.

Rationale

We are committed to 'creating a positive school culture to prevent and tackle bullying', ('No Place for Bullying' - DfE June 2012). We aim to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims of the policy

To maintain a well disciplined and organised school thus minimising the occurrence of bullying.

To make pupils and parents/guardians aware that any bullying will be dealt with firmly, fairly and promptly.

Objectives of this Policy

- 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.



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Recognising Bullying. What Is Bullying?

Bullying is the use of aggression with **the intention of hurting another person**. Bullying results in pain and distress to the victim.

Bullying can occur through several types of anti-social behaviour. It can be:

- *Emotional* being unfriendly, tormenting (e.g. hiding books, threatening gestures) including 'silent' bullying when a person is excluded or ignored
 - *Physical* pushing, kicking, hitting, punching or any use of violence
 - *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, sarcasm, spreading rumours, teasing. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
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- *Exclusion* A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
 - *Damage/theft* Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.
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- *Cyber* The use of ICT, particularly areas of the internet, (such as emails) and mobile phones deliberately to upset or use threats against someone (e.g. by text messaging & calls, camera & video facilities)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems. Adults should be aware of these signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)



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- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Combating Bullying

Guidance for pupils:

- Remember that your silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff or a peer group supporter.
- Fighting back may make things worse. Talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

Guidance for pupils. If you know someone is being bullied:

- TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Guidance for parents. If you think your child (or any child) is being bullied

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.



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- f) Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.
- g) There is a hierarchical procedure for complaints regarding bullying. Parents can escalate this procedure if they feel dissatisfied.
 - 1. classteacher
 - 2. Headteacher/Senior Leader
 - 3. Governors
 - 4. Local Authority

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) is 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 was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. 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.

Guidance for school. If staff think a pupil is being bullied

- a) To minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other. P.S.H.E. opportunities should be planned and included within planning documentation.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Review the School Policy and its degree of success.
- e) To have a firm but fair discipline structure. The rules should be few, simple and easy to understand (refer to Whole School Behaviour Policy).
- f) Avoid teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is - how to be a friend.
- h) Encourage pupils to treat everyone with respect.



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Procedures

1. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
2. Report bullying incidents to a member of staff. The incident will be recorded and dealt with as a behaviour consequence (see Behaviour Policy)
3. In cases of serious bullying, the incidents will be recorded (on SIMS) and treated as a SEVERE CLAUSE, where the Headteacher (or Deputy) will be involved
4. Parents will be informed. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem
5. An attempt will be made to help the bully (bullies) change their behaviour and a Think Sheet may be completed.
6. If necessary and appropriate, police will be consulted

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. To realise that bullying is wrong and will not be tolerated. Other consequences (e.g. remove bully from class) may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5) Parents will be kept informed

Taking action

If bullying is suspected talk to the suspected victim, the suspected bully and any witnesses.

If any degree of bullying is identified, the following action will be taken:-

Help and support will be given as is appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the School premises.
- By taking one or more of the five disciplinary steps described below to prevent more bullying.



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We also discipline, yet try to help the **bullies** in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the five disciplinary steps described below to prevent more bullying

Disciplinary steps (for the bully)

- To be warned officially to stop offending.
- Informing the bullies' parents/guardians.
- To be excluded from the School premises at lunch times.
- To arrange for the bully to be escorted to and from the School premises (the parents to make arrangements).
- If they do not stop bullying they will be excluded from school for a fixed period of time.

External agencies may need to be involved, with parental consent sought for such involvement.

A pastoral support programme may need to be initiated. This will be monitored by the Class Teacher, Headteacher in consultation with parents and appropriate staff.

Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- work with mentor
- buddies to monitor
- anti-bullying week
- SEAL work
- school council bully box

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will follow the Compliments and Complaints procedures when a parent refers incidents of bullying to governors. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Signed on behalf of staff _____ date _____

Signed on behalf of pupils _____ date _____

Signed on behalf of parents _____ date _____

Signed on behalf of Governors _____ date _____

The policy will be reviewed annually or at such time as needed, (e.g. legislation)



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