



ANTI-BULLYING POLICY

The Headteacher is the person responsible for the operation and review of this policy. Bedlington Station Primary School should be a safe and happy place for every child. Bullying behaviour is persistent and subversive harassing of one child, or group of children, by another or others. It may take the form of physical aggression, extortion, verbal harassment, such as name calling, or threats. It is not necessarily 'rough play'. It is always prudent to establish the cause of retaliatory violence before condemning the perpetrator. At Bedlington Station we teach the children that, "Bullying is repeated, deliberate and unfair."

When bullying occurs, we are resolved that it should be recognised, identified, investigated and dealt with appropriately. We will continue to act to prevent bullying through the following ways:-

- Promoting self-esteem.
- Promoting responsibility as members of the school community.
- Promoting good relationships which include tolerance and respect for diversity.
- Promoting respect and trust between pupils and staff.
- Ensuring that pupils know that we care about bullying through regular and open discussions.
- Ensuring that pupils know they will be supported and listened to and will be consulted about their concerns.
- Making sure that all areas of school are well supervised and managed so that there are no high risk places for bullying to occur.
- The school's Managing Behaviour Policy is designed to promote positive, co-operative behaviour that makes bullying unlikely.
- The school ethos encourages children to be confident and self-reliant which helps to prevent them from becoming the victims of bullying behaviour.
- Promoting e-safety and awareness of cyber bullying, both online and through text messaging.

The KS1 and KS2 P.S.H.E. curriculum, will encourage anti-bullying strategies and attitudes. In early years, children talk about relationships and friendship. Children are encouraged through play to work together and be friends. The 'Buddy System' enables peer support when young children feel lonely or vulnerable. Buddies are year 4, 5 and 6 children who are on duty at play and lunch time to make sure all children are happy and involved.

As a relatively small school, all staff (teaching and non-teaching) have the opportunity to know the children well and to be aware of their personal circumstances. Flexibility is the key when choosing an appropriate strategy, but the following guidelines should be followed:-

- Be vigilant in recognising the signs that children are being bullied which are:-
 - Unwillingness to attend or participate in activities.
 - Unwillingness to venture into some areas of a building.
 - Fear of walking to school.
 - Underachievement.
 - Books or clothes destroyed.
 - Possessions going missing.
 - Signs of distress such as crying easily, lack of appetite.
 - Becoming withdrawn or disruptive and/or aggressive.
 - Stammering.
 - A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns.
 - A marked change in well established patterns of behaviour.
- Treat all incidents seriously.
- Decide whether your response should be public or private.
- Make your disapproval of the behaviour plain.
- Take care that the victim(s) is/are not made to feel they have done anything wrong.
- Encourage the bully to see the victim's point of view.

Having dealt with the situation, inform the parents of both the victim and the bully when appropriate and pass on any indicators for vigilance to colleagues. See 'Reporting to Parents' in the Managing Behaviour Policy.

The school's learning mentors will be made aware of incidents and will work with the children involved.

Every incident will be individually dealt with and sanctions appropriate to its seriousness (e.g. loss of play-time) will be made. In the most serious cases, support will be drawn from behaviour specialists.

Any serious incidents that persist should be recorded and if frequent or severe will be reported within the Child Protection Procedures.

If bullying behaviour persists, it may be appropriate to use:-

Strategies for Behaviour Modification

Circle Time.

Role-play.

Discussion and explanation.

Negotiated targets and clearly described boundaries.

Regular monitoring and reporting.

SEAL Materials .

If the problem was persistent, behaviour specialists would be consulted for support.

Bedlington Station Primary School is currently working with the Be Safe organisation. This consists of workshops and assemblies delivered for children to ensure that they are aware of the different types of bullying, including cyber bullying, with strategies to help support them in school and at home. School also aims to work with parents to deliver the same messages and support them at home.

Remember to make the child understand that we disapprove of the bullying behaviour, not the child him/herself. Avoid counteracting bullying with bullying.

General Guidelines for Midday Supervisory Assistants

Take all reports of bullying seriously.

Ensure that the victim is safe.

Make your disapproval of the behaviour plain.

Keep the child who has behaved inappropriately with you until you feel he/she is calm and fully understands the situation.

Tell the child's Teacher as soon as possible.

Do not hesitate to involve any of the Teachers if you feel that you need immediate support.

Please remember not to take an aggressive attitude to bullies. This just gives children the message that it is OK to bully as long as you have the power.

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. At Bedlington Station we teach the children that, "Bullying is deliberate, repeated and unfair."

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:-
 1. An initial desire to hurt.
 2. The desire is expressed in action.
 3. Someone is hurt either physically or emotionally.
 4. There is an imbalance of power.
 5. It is without justification.
 6. It is typically repeated.
 7. 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 four forms

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups.*
4. Cyber Bullying *As above, using the internet or a mobile phone.*

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 and the internet to send 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, dress or customs.
- A refusal to associate with someone of other ethnic origin in work or play.

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

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 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 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 incident. 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.

Bedlington Station Primary School takes any incidents regarding Racism or Homophobia extremely seriously and has worked with organisations such as Show Racism the Red Card to inform and educate parents and children and support school staff. Any incident concerning Racist or Homophobic behaviour is logged on a bespoke Incident Form and passed immediately to the Head teacher for action. School Governors and the Local Authority may also then be informed or consulted as required, dependent on the incident.

For further information and guidance consult the DfES 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.