



# Springcroft Primary School

## Anti-Bullying Policy

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**Author/owner: Springcroft Primary School**  
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Approved	Signature	Date

**Our Mission Statement:**  
**The place to learn, the place to succeed, the place to make friends, the place to grow.**

## **CONTENTS**

<b>Introduction</b>	<b>3</b>
<b>Aims and Objectives</b>	<b>3</b>
<b>Role of Governors</b>	<b>3</b>
<b>Role of the Headteacher</b>	<b>3</b>
<b>Role of the teacher</b>	<b>4</b>
<b>Role of the Parents</b>	<b>5</b>
<b>Monitoring and Review</b>	<b>5</b>
<b>Guidelines for Preventing Bullying</b>	<b>5</b>

## **Introduction – Definition**

Bullying is the repeated, willful, conscious desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessarily bullying.

## **Aims and Objectives**

Bullying is wrong and damages the individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **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 will be dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governing body requires 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 respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the Headteacher and ask them to conduct an investigation into the case and to report back to a representative of the governing body.

## **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 will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour at Springcroft Primary School.

The Headteacher will remind 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 receive 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; therefore, 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 a child's behaviour.

### **The Role of the Teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying.

We spend time talking to the child who was the perpetrator of the bullying: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

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.

### **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 member of the school.

## **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.

This anti-bullying policy is the responsibility of the governing body and they review its effectiveness annually. They do this by examining the school's incident book, and by discussion with the Headteacher.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **GUIDELINES FOR PREVENTING BULLYING**

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by
- Check cloakroom areas, particularly at play and lunchtimes
- Listen to the children
- Observe the children's behaviour and friendship patterns
- Never ignore aggressive behaviour - to ignore it is to condone it!
- The sort of atmosphere that we want in our school is characterized by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

### **What should the child do?**

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. You should not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracizing is very upsetting and can make children miserable.

### **In order to prevent bullying, everyone must:**

Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.

Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.

Encourage the children to discuss bullying in class, what it is, what can be done etc.

If necessary, break up the group dynamics by assigning places in the classroom. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying and break up groups.

Teach children to be assertive. Differences should be acceptable and never a cause for bullying.

Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.

**Report all incidents or suspected incidents of bullying to the Headteacher or Deputy Headteacher.**

### **IMPORTANT**

**If bullying is happening, find out the facts by talking to the bullies and victims individually. If the bullying is about a particular issue (e.g. death, divorce, disfigurement), mount an education programme about the problem, but not focused on a particular child. Call in parents, ask for their suggestions and solicit their support.**

#### **If you come across bullying, what can you do?**

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control over the situation.
- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s); don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim(s) point of view
- Punish the bully if you have to, but be very careful how you do this.
- Reacting aggressively or punitively gives the message that it is all right to bully if you have the power
- Explain clearly the punishment and why it is being given.

#### **Involve others:**

- Inform the Headteacher/Deputy Headteacher
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets
- Inform/ask your Headteacher/Deputy Headteacher to speak to both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

#### **Final steps:**

- Make sure that the incident does not live on through reminders from you
- Try to think ahead to prevent a recurrence of the event if you uncover the trigger factor.

#### **If you have to deal with bullying, what should you avoid?**

- Being over-protective and refuse to allow the victim to help him/herself
- Assuming that the bully is bad through and through; try to look objectively at the behaviour with the bully

- Keeping the whole incident secret because you have dealt with it
- Trying to hide the incident from the parents of the victim or bully
- Calling in parents without having a constructive plan to offer either side.

### **Breaking up Bully 'Gangs'**

- Meet with the victim(s) separately - have them write down what happened or write their version for them and read it back to them
- Meet with each member of the gang separately - have them write down what happened or write their version for them and read it back to them
- Agree with each member of the gang separately what you expect and discuss how he/she has broken the school guidelines
- Meet with the gang as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders
- Talk to parents of all involved - show them the written statements
- Keep a file on bullying with all statements and penalties

Do not accept false excuses:

- if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy?
- if it was just a laugh, was everyone laughing?
- if it was a game, was everyone enjoying it?

**Important:**

- **If a child was injured, take photographs of the injury**
- **If gangs of bullies from outside our school appear, take photographs - they tend to run when they see a camera**
- **If there is serious injury, contact the police.**

**Why do children become "chronic" bullies?**

- feel insecure
- feel inadequate
- feel humiliated
- are bullied by parents and siblings
- become a scapegoat in the family
- are physically, emotionally, sexually abused
- are under considerable pressure to succeed
- are not allowed to show feelings
- feel that they cannot fit in, they look odd or feel different to their peers
- feel no sense of accomplishment.

## **Punishment of bullies reinforces their negative feelings.**

### **Helping the Bully:**

- set clear limits
- write them down
- explain the penalties
- work on self-esteem, bolstering any good behaviour
- don't allow excuses
- ensure the bully apologises - face to face
- reward good behaviour
- set goals (one day - one hour at a time) regarding self-control. Help him/her to know what to do
- have time out area for bullies
- practice stress control - deep breathing, counting up to 10 etc.
- role play situations
- reinforce that it is good to walk away
- NEVER allow bullying behaviour to be reinforced

### **Why do children become "chronic" victims?**

- feel bad about themselves
- bullying reassures them because it fits
- get upset if told that they are good
- set out to prove that they are bad
- destroy good things they do
- go out of their way to be picked on
- say no one likes them
- react sensitively
- are excessively emotionally
- easily upset
- lack humour
- are slow to settle in
- likely to be jumpy and wary

### **Helping victims**

- teach them to tease
- teach them how to be teased - use role play
- encourage them to talk about what has happened
- make a list of what could be said in response
- teach them not to respond, if appropriate
- shout NO! in the mirror
- practice walking confidently
- draw or write about feelings
- eliminate any obvious causes of bullying