

MILTON CE PRIMARY SCHOOL

SCHOOL POLICY FOR BULLYING

Bullying in any form is unacceptable at Milton School.

Children learn most effectively in an environment in which they feel safe, secure and happy. At Milton we recognise that all adults and children in school have a responsibility to help create such an environment.

What is bullying?

There is sometimes misunderstanding about the meaning of the term 'bullying'. At Milton bullying is defined as **a persistent, deliberate attempt to hurt or humiliate someone**. The hurtful action can be physical – ranging from prodding or pushing to kicking, hitting and serious physical assault; or psychological – including threats, taunts, shunning, name-calling and verbal abuse, sexual innuendo or spreading of rumours. Bullying can also include interference with personal property, or extortion.

To summarise:

- ◆ It is deliberately hurtful behaviour.
- ◆ It is repeated over time.
- ◆ There is an imbalance of power which makes it hard for those being bullied to defend themselves.

One-off incidents, whilst they may be very serious and will always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group.

Statutory Duty of Schools

Head teachers have a legal duty under the Schools Standards and Framework Act of 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Milton School's Commitment to Anti-bullying

We recognise that bullying to some extent exists in every school. It is unacceptable behaviour and therefore at Milton we strive to:

- Create an environment where children can talk confidently to the adults in school in the knowledge that their concerns will be taken seriously.
- Support children who may have been bullied and try to ensure that they feel safe
- Listen sympathetically to the concerns of parents/carers
- Respond positively to all instances of bullying to ensure that they are dealt with satisfactorily
- Work to change bullying behaviour

We believe that the most effective way to combat bullying is to take a proactive stance so that all members of our school community are aware of their responsibility to create a safe environment. Curriculum time is used to raise awareness of bullying and to develop personal as well as school strategies for dealing with it. Our PSHE scheme includes work on self-esteem, assertiveness, respect for self and others and lines of communication to follow if a child needs to talk to someone. We follow the SEAL scheme (Social and Emotional Aspects of Learning), to promote pupils' emotional health and well being. This has a strong anti-bullying focus that is developmental and age appropriate. Units of teaching and learning are planned to coincide with National Anti-Bullying Week each November. We recognise that while children may be able to respond sensitively to materials that depict bullying it takes time and repeated discussion for them to apply it to their own behaviour.

Procedures for dealing with bullying incidents

(see Appendix 2 for a full procedure for staff)

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The victim will be reassured that their concerns are being taken seriously. At this point it will be established whether it is bullying (persistent or deliberate attempt to hurt or humiliate) or a one-off incident of unacceptable behaviour.
- The Head or Deputy Headteacher will be informed and the concern recorded.
- The person bullying will then be listened to, to establish fully what has happened.
- A clear account of the incident will be recorded and given to the Head or Deputy Headteacher.
- If appropriate, all parties involved should be brought together and the victim given the opportunity to describe their feelings so the perpetrator is fully aware of the impact of their actions.
- If the victim does not wish to meet the perpetrator then the adult will take responsibility for explaining the effect of their behaviour on the other child.
- The perpetrator should complete a Reflection Sheet or letter of apology and have an opportunity to apologise to the victim.
- Parents of both parties will be informed.
 - **The victim's parents** need to be reassured that their child will be looked after and that the school will not tolerate bullying. They will be informed that the parents/carers of the child bullying are being contacted, and that they will be made fully aware of all that has happened. Parents will be advised that the school will be closely monitoring the situation and a follow-up meeting will take place.
 - **The perpetrator's parents** will be informed immediately and invited in for a meeting in order to discuss the incident and concerns. Teacher and parents will work together to ensure there is no repetition of the bullying behaviour. Staff will let them know that the victim's parents have also been contacted.

- A record of the incident will be recorded on the appropriate form (*see Appendix 3 or 4*).
- The situation will be closely monitored and all other adults who work with the children will be informed so that as many people as possible can ensure that there are no repeat incidents.
- If necessary, appropriate support could be provided for the perpetrator or victim in the form of social skills work or involvement of the school nurse.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed – January 2008

Reviewed – March 2009.

Appendices:

1. Recognising Bullying
2. Full procedure for staff: dealing with bullying
3. County Bullying Incident Report Form
4. County Racist Incident Report Form

Appendix 1 – Recognising Bullying

1. Recognising likely victims :

Staff need to be proactive in observing pupils who could be vulnerable. These children could include those who:

- are new to a class or our school
- are different in appearance, speech, or background from their peers
- have low self-esteem
- demonstrate "entertaining" reactions when bullied
- are nervous or anxious

Some potential victims are identifiable as individuals; some are identifiable as members of a group. Examples of these groups might include racial background, social status, gender, intelligence.

2. Possible signs of a child who is being bullied:

- Being frightened of walking to or from school
- Being unwilling to go to school
- Changing their route to school
- Beginning to do poorly in their school work / attainment at school dropping.
- Going home regularly with books/clothes damaged
- Erratic attendance
- Being unwilling to go out to play
- Going home hungry (packed lunch/money was taken)
- Becoming withdrawn
- Becoming easily distressed
- Eating less or in a very different way

Appendix 2:

Full procedure for staff: Dealing with Bullying

If bullying is reported to you by a child you should:

- Take action that day.
- Note down all the details. Be sure that what the witness has seen is correct, and if possible, find out if other children have seen what is happening. Remain calm when investigating the incident. Reacting emotionally can add to the fun of the child bullying and give them control of the situation.
- Speak to the child who is being bullied. Write down everything that they say. Establish whether it is bullying (ie persistent or deliberate attempt to hurt or humiliate) and find out for how long it has been happening.
- Ask the child if they would feel comfortable if they met with the person who has been bullying. If they do, then bring the children together, so that the child bullying can be made fully aware of the feelings of the victim.
- If the victim does not want to meet the perpetrator, then speak to them on your own, and outline all of the details that have been passed on to you. This must be done in a calm but firm manner, explaining the effect on the other child and telling them how worried you are about the victim. The child bullying needs to be fully aware of the impact of their actions.
- Report the incident to the Headteacher or Deputy Headteacher.
- **Contact parents of the victim**: teachers should contact the parents of the victim first. Invite them to school and explain what you have been informed of. Reassure them that their child will be looked after and that the school will not tolerate bullying. Tell parents that the parents/carers of the child bullying are being contacted, and that they will be made fully aware of all that is happening.
- Offer advice and support to parents and that if for example, it is happening in the playground and the child is worried about being out there, that the child who is bullying will be removed from the playground if necessary, for the next lunchtime session. (They can complete a reflection sheet or write a letter of apology to the victim – they must be supervised in class.) If it is happening at the end of the school day/on the way home, then the parents of the child bullying will have to come and accompany them home.
- Note down key discussion points from the meeting.
- Inform parents that you will contact them again to follow up the situation. Call them a few days or a week later, to check how the victim is feeling.
- **Contact parents of the child bullying**: teachers should contact this child's parents/carers straight after contacting the victim's parents. Parents should be invited to school for a meeting. This meeting should be conducted with the Head/Deputy present. It may also be appropriate for the child bullying to be present at the meeting with parents.
- Explain fully the situation and if necessary, show them your notes from meetings with witnesses, to demonstrate that this is not a one-off event.
- Explain that you have already spoken to their child, to get a full account of what is happening, and to give them the opportunity to give their side of the story. This has also been done to explain to the child bullying the impact of the actions on the victim.
- Let them know that the victim's parents have also been contacted.
- Explain any punitive measures, such as removing the child from the playground on a short-term basis, so that they can see that the school is being proactive about the situation.

- Also explain that their child will be given the opportunity to apologise to the victim. It would be positive if the child bullying could talk to their parents, and have the opportunity to explain their feelings about the situation, and what they could have done to prevent it happening initially.
- Explain that the incident is being recorded on a Bullying Form, as is normal procedure at Milton School. Solicit their support for mechanisms to help their child if necessary.
- Offer to contact the parents in the future, to find out how the child is, and to show that we care about all children at Milton School.
- Complete the Bullying Form. Closely monitor the situation involving the children concerned, and inform other adults who work with the children and lunch-time supervisors, so that as many people as possible can ensure that there are no repeat incidents.

Responding to groups :

It is important to know something of the dynamics of the group before you act.

Tackle each group member individually and find out exactly what is happening, and their feelings about the situation or about other people involved. Get each person to take responsibility for his/her actions. It is particularly important to identify the ring leader. If, as a result of these meetings, it is established that bullying is happening, then the same procedures should be followed as above in dealing with the victim and perpetrators of bullying behaviour.

Preventative tactics :

Prevention is better than cure

- Ensure that anti-bullying remains a high profile area of concern for children. We want Milton School to be a 'telling school', where children feel relaxed and secure about coming forward to tell others about bullying.
- The ethos of the school should promote positive behaviour towards everyone.
- Remind children that if they have problems they should talk to someone, either at home or at school.
- Ensure your communication box is located somewhere for children to feel secure about using it as a way of letting you know about anything in their own way. Many examples of bullying are revealed via the communication box. Try to check its contents every day, so that incidents can be acted upon promptly.
- Communicate with other staff: ensure that lunchtime staff, PPA teachers, TAs and other adults who work with any children involved in bullying situations are aware, so that they can monitor behaviour and the relationships between children at school. The more people that know, the more we can care for each other and the less likely it is that such situations will arise again.
- Ensure that your PSHE work includes regular examples of work to boost children's self-esteem, value the differences of others, work cooperatively on tasks and understand the feelings of others in different situations. Use feelings fans and/or emotional barometers regularly, so that children have the opportunity to discuss their feelings, grade them appropriately, and begin to understand how people's feelings and actions can have an impact on others.

APPENDIX 3**BULLYING INCIDENT REPORT FORM****Logging and Filing information**

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

ALLEGED BULLYING INCIDENT

Student allegedly bullied

Name(s)	d.o.b.	Year	Group
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Ethnicity	Gender M / F	SEN Stage
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<u>Home language</u>	<u>looked-after child Y / N</u>
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Date of incident

Time of incident

Location of incident

Nature of incident, identify details of any injury or damage to property, etc

Circle any elements that apply:

Racist	Sexual/Sexist	Homophobic	SEN/Disability
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Member of staff to whom the incident was reported

Alleged perpetrator(s):

Name(s)	Year	Group
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Witnesses to the incident

Witness reports of incident (continue on separate sheets if necessary)

Parents/carers of alleged subject(s) informed:

Date

Time

Parents/carers of alleged perpetrators informed:

Date

Time

Details of immediate action taken

Appendix 4

RACIST INCIDENT REPORT FORM

Victim's Name
Year Group

Perpetrator's Name
Year Group

Nature of incident (*circle any that apply*):

- Racist comments and language Ridicule and ostracism Provocative Behaviour
- Verbal abuse and threats Racist graffiti Possession/distribution of racist material
- Physical assault Written abuse Other
- Damage to property

Details of

incident:.....
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.....
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.....To be completed by designated member of staff

Action

Taken.....
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.....

(continue on separate if necessary)

Have parent(s)/carer(s) of victim been informed? YES NO

Have parent(s)/carer(s) of perpetrator been informed? YES NO

Perpetrator's ethnic origin (including Traveller or Refugee).....

Victim's ethnic origin (including Traveller or Refugee).....

Outcome recorded in victim's/perpetrator's files (*please circle*)

Record completed by:.....

Date.....

Signature of designated SMT Member

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