



Yarm Primary School

Anti-Bullying Policy

October 2017

To be reviewed October 2019

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying, via text messages, social media or gaming, which can include the use of images and video).

*'Preventing and tackling bullying'
July 2017*

As a school we have agreed to use the following definitions, developed by Noreen Whetton:

Defining Bullying with Early Years and Key Stage One children

It is bullying when people:

- Hurt others on purpose - especially by hitting or kicking
- Say they will hurt people
- Tease others unkindly
- Call people

Defining Bullying with Key Stage Two children

It is bullying when people:

- Deliberately hurt others time after time, especially when people are unable to defend themselves
- Tease others when the person getting teased begins to feel unhappy about it

Staff, parents and children at Yarm Primary work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to give time and commitment to dealing with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated and therefore we as education professionals are dedicated to being vigilant in our school.

Bullying may be brought to the attention of any member of staff by the target, their friends, their parents or other interested people.

Yarm Primary Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To prevent bullying by discussing and celebrating differences with pupils
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously and acted upon.

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- ◆ To reassure children that they will be listened to and will know that it is all right to 'tell.'
 - ◆ To listen to the concerns of parents and keep them informed of actions taken in response to a complaint.
 - ◆ A full investigation will follow any report of bullying with records kept of incidents, reports and complaints.
 - ◆ To take appropriate action, including exclusion in cases of severe bullying.

Strategy for Dealing with Bullying

In dealing with bullying, staff at Yarm Primary follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Provide a variety of effective listening systems, so that all pupils know how to 'tell'. Some of these systems should allow children to use written notes if they fear reprisals should they speak openly about bullying.
- ◆ Listen carefully to all accounts - several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep records including the use of CPOMS

Strategies have been introduced to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy with pupils, staff, governors and parents and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach. Involvement of the Anti-Bullying Officer should be by reporting the incidents from the start and then as appropriate. All incidents are recorded on CPOMS where details and actions are recorded.

In response to a complaint of bullying, the discipline procedures of Yarm Primary should be followed, with staff making a full investigation, keeping records and applying sanctions as necessary.

The procedures include:

1. Discuss the nature of the bullying with the 'target' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Speak to witnesses in a non-judgemental way.

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4. Discuss the incident with the alleged bully. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage. Refer to the Golden Rules to reinforce why the behaviours would be seen as unacceptable.
 5. If the bully 'owns up', make it understood why bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in the class/school. It is also an opportunity to discuss how the bully is jeopardising their learning. Apply sanctions relevant to the type of bullying through Golden Time sanctions or 'children beyond' measures.
 6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions. Explore why telling the truth is important - this could be developed through school/year group assembly and Circle Time.
 7. Hold separate discussions with parents of bully and victim.
 8. Provide a Pastoral Support Programme for the victim with class teacher or involved classroom assistant monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
 9. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in Circle Time or groups for the child to discuss relationships, feelings and the effect bullying can have on individuals. A named person should support the child during this programme.

However, it is recognised that each incident of bullying needs to be treated individually taking into account the specific circumstances and personalities involved.

In order to reduce incidents of bullying and recognise bullies, at Yarm Primary all staff watch for early signs of distress in pupils. We make sure that time is made to listen, believe and be seen to be proactive - essential when building a relationship of trust (please refer to our statement on 'Listening systems').

The first 'point of contact' may be another child - anti-bullying ambassador, school council representative etc. All children are encouraged through our Golden Rules to support each other and in an environment of trust and care for the individual, use listening systems to refer any problems to the appropriate adult.

Bullying off the School Premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that schools' disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside of school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff members can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Yarm Primary will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring, through our policy of teaching tolerance across the curriculum. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Race and Faith Bullying

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents. Yarm Primary has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Yarm Primary guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body as judged necessary.

Homophobic, Biphobic and Transphobic Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Yarm Primary's strategies to deal with sexual bullying include:

- ◆ recording incidents in a separate incident book
- ◆ developing understanding of gender relations
- ◆ exploring sexism and sexual bullying in PSHE lessons
- ◆ using single-sex groups to discuss sensitive issues
- ◆ ensuring the school site is well supervised, especially in areas where children might be vulnerable
- ◆ implementing discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- ◆ recording incidents.
- ◆ awareness by staff that homophobic bullying can occur
- ◆ challenging homophobic language and explore pupils' understanding - they might not understand the impact
- ◆ guaranteeing confidentiality and support for those being bullied
- ◆ implement discipline procedures if the bullying warrants it.

Special Education Needs and Disability Bullying

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Yarm Primary makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

If the bullying is serious, we undertake a full investigation, including a full discussion with witnesses, recording incidents and contacting parents. Discipline procedures are implemented.

Our Approach

At Yarm Primary our well embedded PSHE policy underpins our approach to Bullying. There are established listening systems, including Circle Time and a 'Bully Box' where pupils can seek help anonymously. The SEAL curriculum addresses Bullying in November, but we also choose to raise the profile in July leading up to transition. We are extremely proactive in how we help children develop positive relationships and empower them to take responsibility for themselves. Our Peer massage programme is just one way in which pupils can develop these skills and has been well researched through an illuminative research approach - 'Draw & Write'. As a school we give pupils regular opportunities to reflect on their experiences at school, through self-assessments, questionnaires etc. which are completed in a safe, caring environment. This information is then used to draw up an appropriate action plan - we use this approach to find out about Bullying at our school.

Supporting documents:

- Behaviour management policy
- Yarm Primary approach to promoting Children's Mental Health
- P.S.C.H.E. policy
- Child protection policy
- Safeguarding policy
- Policy for Sex and Relationship Education
- E-safety policy and procedures
- SEN policy

Further information

Useful Documents and Resources

The DCSF does not necessarily endorse the views expressed by these organisations

Anti-Bullying Alliance (ABA)
Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Tel 020 7843 1901
www.anti-bullyingalliance.org.uk

National Healthy Schools Programme
A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme co-ordinator – their contact details are on the website.
www.healthyschools.gov.uk

11 Million (the Office of the Children's Commissioner)
Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.
Tel 0844 8009113
www.11million.org.uk

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
www.ofsted.gov.uk/

Act Against Bullying
A national charity which highlights new forms of bullying, particularly bullying through social exclusion.
Tel 0845 230 2560
www.actagainstbullying.com/

Actionwork
A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.
Tel 01934 815163
www.actionwork.com/

Advisory Centre for Education
Advice line for parents on all procedural matters concerning schools.
Tel 0800 800 5793
www.ace-ed.org.uk

Beatbullying
Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.
Tel 0845 338 5060
www.beatbullying.org

Bully Free Zone
Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.
Tel 01204 454955
www.bullyfreezone.co.uk

Bullying Online
Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.
www.bullying.co.uk

ChildLine
Offers a free, 24-hour helpline and counselling service for children in distress or danger.
Tel 0800 1111
www.childline.org.uk

Children: Homes, Advice and Teaching Ltd (CHAT)
CHAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives, through consultancy, behaviour management and children's homes.
Tel 0116 259 3008
www.chattol.com

Children's Legal Centre
Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.
Tel 0800 7832187
www.childrenslegalcentre.com

Commission for Racial Equality
A publicly funded non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.
Tel 020 7939 0000
www.cre.gov.uk

Diana Princess of Wales Memorial Award for Young People
The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.
Tel 0845 337 2987
www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH)
Established to challenge homophobia in education.
Tel 0808 1000143
www.eachaction.org.uk

Education for All
Joint campaign by Stonewall, Pflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.
Tel 020 7593 1851
www.stonewall.org.uk/education_for_all

Goldsmiths College
The Psychology Department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.
www.goldsmiths.ac.uk/departments/psychology/research

Kidscape
Provides training for professionals; courses for bullied children; a helpline for parents of bullied children; and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.
Tel 020 7730 3300
www.kidscape.org.uk

Leap Confronting Conflict
Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.
Tel 0207 272 5630
www.leaplinx.com

Mencap
Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.
Tel 020 7454 0454
www.mencap.org.uk

Miss Dorothy.com
Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.
Tel 0870 759 3388
www.missdorothy.com

National Autistic Society
Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.
Tel 0845 0704004
www.autism.org.uk

National Children's Bureau
Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.
Tel 020 7843 6000
www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)
NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.
Tel 0207 825 2500
www.nspcc.org.uk

Parentline Plus
Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.
Tel 0808 800 2222
www.parentlineplus.org.uk

Schools Out!
Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.
Tel 01273 298299
www.schools-out.org.uk

Stonewall
A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.
Tel 020 7593 1550
www.stonewall.org.uk

Teachers TV
Section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.
www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence
A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.
Tel 01483 684552
www.ukobservatory.com

Resources to help with the development of an anti-bullying environment:

Anti-Bullying messages through the curriculum

What can schools teach to prevent bullying?

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So when reviewing the curriculum for anti-bullying work schools will find it useful to review:

- the school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as PSHE, Citizenship and in the SEAL programme
- how assemblies, class time and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice⁴⁷
- how transition is planned and delivered:
 - at planned times (e.g. for years 6 and 7 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.

Personal, Social and Health Education (PSHE)

[PSHE](#) provides school staff with a clear opportunity to work on bullying. Within the national curriculum for PSHE pupils should be taught:

- **Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

Citizenship

There are topics within the Citizenship curriculum which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for Citizenship which teachers can use to explore issues relating to bullying⁷¹. For example:

- Key Stages 1 and 2:
 - [Unit 05: Living in a diverse world](#)
 - [Unit 06: Developing our school grounds](#)
 - [Unit 07: Children's rights – human rights](#)
 - [Unit 08: How do rules and laws affect me?](#)

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools, and a programme for secondary schools has been piloted and will be rolled-out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework, and is organised into seven themes:

- New beginnings.
- Getting on and falling out.
- Going for goals.
- Good to be me.
- Relationships.

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- Changes.
 - Say no to bullying.

Each theme is relevant to reducing bullying. The theme 'Say no to bullying' provides an explicit focus on bullying and is a useful resource for [Anti-Bullying Week](#). The SEAL learning objectives related to anti-bullying are:

Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to, and a target of, bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.

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- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
 - I can problem-solve a bullying situation with others.

Years 5 and 6

- I understand how rumour-spreading and name-calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem-solving when I am part of one.

Appendix 1

Taken from 'Bullying Matters' by Noreen Whetton:

**Defining
bullying with
key stage 1
children**

It is bullying
when people:

- Hurt
other
s on
purpo

**Defining
bullying with
key stage 2
children**

It is bullying
when people:

- Delibe
rately
hurt
others
time

Appendix 2

We have compiled a booklet to support Parents with the issue of Bullying - copies available at the School office.

www.childline.org.uk

0800 1111

ChildLine
1900211110

BULLYING

What can parents do?

What is bullying?
The things they say and the things they do that make a difference to their feelings, reputation, behaviour such as a drive on the playground, or even causing them a long running series of deliberate actions such as name calling or other signs. Whatever the definition you agree with it is important to know that children are often distressed enough to call ChildLine after only a single incident.

In 2013/14 more than 11,000 children and young people called ChildLine about bullying, making it the most common problem we were contacted about. A survey commissioned by ChildLine in 2013 found that half of primary school children and more than one in four secondary school children said they had been bullied during the year.

There are lots of types of bullying that children and young people have called us about:

- being teased or called names
- being hit, pushed, pulled, pinched or kicked
- having things, clothes, money or other possessions taken
- receiving abusive text messages or emails
- being ignored or left out
- being attacked or abused because of religion, gender, sexuality, disability, appearance, or ethnic or race origin.

Who gets bullied?
"We've found out so much about who used to be my friend" - Sophie, 12

Bullying can happen anywhere, and children with obvious differences aren't the only ones who suffer. Many others are bullied for no obvious reason.

What bullying does to children
"I am at the verge of wanting to die because of going to school" - Awa, 11

Bullying breaks children down. It's humiliating and frightening, and young people often feel powerless to stop it and to open up to others regarding their feelings. Concentration lapses and dropped marks are not uncommon in bullied children, even those who are always performed well in school. Sometimes the thought of going to school is so daunting that children pretend they are ill or refuse to attend, so you may find it hard to understand that they are going to school. Many more carry the effects of bullying long into their adult lives.

Is your child being bullied?
There is no easy way to know for sure that a child is being bullied, but there are some signs to look out for. Has your child been:

- coming home with damaged or missing clothes, without money they should have, or with scratches and bruises
- having trouble with schoolwork for no apparent reason
- using a different route between home and school
- looking unwell, easily upset or particularly withdrawn?




Appendix 3

There is a wide range of information available for pupils including posters with contact details for childline.

www.childline.org.uk

0800 1111



BULLYING

Information for
primary school pupils


What is bullying?
Bullying is when people are mean to someone or hurt them on purpose. In 2005/06 more than 71,000 children called ChildLine about bullying, making it the most common problem children phone us about. There are a whole lot of ways children describe bullying:

- being teased or called names
- being hit, kicked or pushed
- being money or other things taken from them
- being ignored or left out
- being picked on because of their religion or colour or where they are from

If you are being bullied
"Bullying is mean but almost all the time it can be sorted out. They don't bother me now." *Pauline, 10*

- You shouldn't feel ashamed about being bullied. It's not your fault - but it is important that you get help. No one deserves to be bullied.
- Who are you talking to about what is going on? Do you have a friend or someone in your family you trust? Talk to them about what is happening and how it makes you feel. They might be able to help you to work out what you need to do next.
- Most schools have a policy on what to do about bullying. If you talk to a teacher about something that is on an you know how your school can help.
- Sometimes children will experience that they are being bullied and it does not go on - nothing changes. If this happens to you, don't give up! In these someone else you can talk to?

- Write down who has been happening and when and where it has happened. It helps to draw a picture or write a song or poem about what is happening and how it makes you feel.
- It is important to feel safe. Can you "blame yourself" for the bullying? Would being in with someone with friends around of on your own, or to ask someone to see with you?
- Remember, you don't have to put up with being bullied.
- You can always call ChildLine on 0800 1111 to speak to someone who is there to listen and help you think about what you might do.



Appendix 4





