

# ROKEBY PARK PRIMARY SCHOOL



## POLICY FOR ANTI-BULLYING

Reviewed: November 2018  
Next review: November 2019

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*Reference may also be made to Behaviour Policy, Exclusion Policy, Special Educational Needs Policy, Whistle Blowing Policy, E-Safety Policy, Child Protection (Safeguarding) Policy, Attendance, Single Equality Plan and Complaints procedures.*

### **Mission Statement**

All decision making at Rokeby Park Primary School is informed by the desire to raise:  
Standards of achievement  
The quality of teaching and learning  
The continued personal development of pupils and staff  
**and**  
To enjoy learning, working and being together

### **Equal Opportunities Statement**

At Rokeby Park, we ensure that all pupils have equal access to the full range of educational opportunities provided. We do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

### **Safeguarding Children in our care**

Rokeby Park Primary School recognises that "...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency." (Working Together to Safeguard Children 1999).

All governors are responsible for the Anti-Bullying policy.  
Anti-Bullying Leader: Claire Smith

#### **OUR AIMS ARE:**

- To promote a safe, secure and happy environment where quality relationships are important and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring
- To inform pupil and parents/guardians of the school's expectations and to foster a productive partnership

At Rokeby Park Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, the governors are actively involved in reviewing and revising this policy and monitoring behaviour and preventing bullying.

#### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening

incident which casts a shadow over a child's life, or a series of such incidents.

**"Bullying involves repeated deliberate acts by an individual or group *usually repeated over time* which *intentionally* causes physical, emotional or mental hurt to another individual or group. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case."**

Bullying is **not** for example falling out with friends or choosing to play with other children. It can, however, be intentional falling out and stirring up trouble between lots of different children or repeated intentional falling out with one child to cause distress.

Specific bullying relationships are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblower's Policy

Rokeby Park Primary School describes the forms of bullying in terms of "how" the bullying is carried out in the following terms:

a). Direct

- Physical
- Verbal
- Non-Verbal

b). Indirect – Online Bullying (see E-safety Policy and Supporting Material)

Children are bullied for many reasons, or no reason. Bullying relates to difference – real or imagined.

The following is a list of reasons from DFE "Safe to Learn" Guidance:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

### **Physical Bullying**

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

## **Verbal Bullying**

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

## **Indirect/Social Bullying**

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

On-line bullying is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories, as people forward on content at a click. On-line bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure; therefore, we embed good safe IT practice into all our teaching and learning. Please refer to the school's On-line Safety Policy.

## **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

## **Reporting Incidents in and out of School**

*This policy applies to all children registered at or visiting the school. It relates to all incidents that occur on the premises or during academic time (trips/visits etc). In line with Section 89 of the Education and Inspections Act 2006 it also applies to poor behaviour not on the premises or under lawful control of school staff. This could include incidents on the way to and from school, or incidents at other times which impact on the life of the school; welfare of children; emotional well-being of children*

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form, for example using the class Worry Box. Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.

## **Prevention of bullying**

At Rokeby Park Primary School we use a range of prevention strategies to support our positive behaviour ethos. These include:

- Restorative Circles
- Anti-bullying awareness raising and key messages
- Behaviour - rules, code of conduct, rewards / sanctions
- Productions and class assembly themes linked to PSHE and Citizenship
- Supervision by staff

- A curriculum which reflects the school's ethos celebrating the rich diversity of our world
- Support programmes for vulnerable pupils
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Working with the School Council

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible and record their responses (Use of behaviour logs - CPOMS). Advise the Headteacher immediately.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Rokeby Park Primary School
- If they own up, then follow the schools procedure as per the behaviour policy and informing parents.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with parents of bully and victim.
- In agreement with parents, help and advice may be sought from external agencies: Early Help Team, Local PCSO, School Nurse or the primary PRU.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying and the identities of bullies, at Rokeby Park Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All pupils should be encouraged to use Circle Time and behaviour logs (CPOMS) are used to record any incidents of bullying that have witnessed or experienced.
- Transition Programme for Year 6 pupils identified as Vulnerable or At Risk

### **Roles & Responsibilities**

#### **Governing Body**

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying

#### **Headteacher**

The Headteacher is responsible for implementing the anti-bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management, including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

### **Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which support the school policy
- Emphasise and behave in a respectful and caring manner to create a positive atmosphere
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's policy

### **Parents/Carers**

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at the school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

### **Pupils**

We expect that pupils:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

### **Complaints Procedures**

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher or Anti Bullying Co-ordinator. If they remain dissatisfied, they should follow the school's complaints procedures.

### **Further national advice, guidance and support**

Anti Bullying Alliance – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline – [www.childline.org.uk](http://www.childline.org.uk)

Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk)

### Review

This policy will be reviewed annually.

Reviewed: November 2018 by C Smith

Next review date: November 2019