



Otterburn Primary School
Anti-Bullying Policy
2022 - 2023

Otterburn Primary School

Anti-Bullying Policy

We understand that there needs to be clear guidelines to parents/carers, pupils and staff about how to deal with bullying incidents.

This policy should be read in conjunction with policies concerning behaviour management, physical restraint, PHSE and citizenship.

Aims

To ensure that everyone understands what bullying is.

To address all bullying incidents effectively.

To address the issue as a whole school and be aware of the issues surrounding bullying

To encourage bullies to think about their behaviour and take responsibility for their actions

To enhance the self-esteem of the victims of bullying

To give all children the strategies to communicate effectively without resorting to bullying

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

What is Bullying?

Bullying is when a person repeatedly suffers hurtful behaviour, which causes upset or is aimed at overpowering or punishing them.

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.

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 abuse 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. There is an imbalance of power
4. Someone is hurt either physically or emotionally
5. It is without justification
6. It is typically repeated
7. There is evident enjoyment by those who bully

Bullying can also stem from thoughtfulness, 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 three 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

Name-calling is the most common direct form. This may be because of individual characteristics; However, pupils can be called names because of the ethnic origin, nationality or colour, sexual orientation some form of disability.

The use of mobile phones to text 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 some one of either ethnic origin in work at 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 normally 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 incidents. Only 6% of these schools referred to this type of bullying within their policy)

Factors hindering schools in challenging homophobic behaviour bullying include staff inexperience and parental disapproval.

For further information and guidance consult 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.

Recognising Bullying

Nationally it has been shown that bullying in schools can be widespread. Although bullying can occur on journeys to and from school, most take place in school. Research shows that 75% of bullying in primary schools take place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied or having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feeling of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self harm or even to commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and/or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pains, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns.
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective: morale is lower and absenteeism is more frequent.

What are the effects of Bullying?

Bullying can be harmful to the bully and the victim. Bullying can affect schoolwork and the behaviour of the victim.

The victim may also show signs of:

- Depression
- Poor concentration
- Producing poor work at school
- Behaviour difficulties
- Lacking friends
- Feeling bad about themselves
- Injuries they can't explain
- Refusing to come to school

It is important that parents/carers come to see us if a child shows a number of these signs. It is especially important that parents/carers contact us immediately if a child refuses to come into school.

What we do in School to Reduce Opportunities for Bullying

Bullying usually takes place when adults do not see what is happening so it is important that:

1. We listen carefully to children, parents and staff.
2. We watch behaviour of children carefully in and around school at all times
3. We use a number of ways to tackle bullying
4. We have high expectations of every child's achievement and behaviour
5. We keep careful records of bullying incidents
6. We give children responsibility and encourage them to be responsible
7. We encourage all children to behave by praising and rewarding good behaviour
8. We teach children about bullying, its effects and the importance of working together
9. We watch carefully and record any incidents in the playground
10. We always try to work closely with parents
11. We model exemplary behaviour at all times
12. We challenge the use of offensive language, whether intentionally offensive or not e.g. homophobic, racist and sexist.

How we deal with Incidents of Bullying

Step 1	We record on CPOMs or on the Yellow Shout About It form an incident as soon as it is reported
Step 2	We discuss the incident with each pupil separately We support the victim by: making sure he/she is listened to, telling him/he that we are treating the incident seriously, describing how he/she will be helped and explaining how the incident will be dealt with. We treat the bully fairly We describe the reasons we are talking to them We stay calm and we do not make immediate judgements We listen carefully

	We explain how we will deal with the incident and how the pupils will be helped
Step 3	We ensure the Head Teacher is informed
Step 4	We see both pupils together to mediate We stay calm and don't make judgements We listen rather than speak We record each child's views We encourage the children to find a solution themselves We explain why we are writing the incident down
Step 5	We discuss the incident with the Head Teacher The Head Teacher or a designated teacher will contact the parents of the victim and of the bully to tell them what has happened
Step 6	We monitor behaviour as normal If further incidents occur, both sets of parents will be asked to come into school to discuss the needs of victim and bully.

Respecting Others

At Otterburn Primary school, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. Children and adults in the school are expected to respect the rights of others at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

Recommended strategies to deal with bullying outside School premises

A head teacher's duty of care to prevent bullying is applied only within the precincts of the school (Leah Bradford-Smart v West Sussex County Council).

However, a good deal of bullying takes place outside the school gates and on journeys to and from school.

This bullying may involve young people from the school, young people from other schools or young people not at school at all.

It is therefore essential that an anti-bullying policy encourages all young people to tell.

Transparent responsibility will ensure that everyone including professionals working in school, knows who the named person is and what procedures and processes are in place.

It is therefore essential that protocols be established with the outside agencies supporting young people in school.

Where a pupil reports bullying off the school premises, it may be appropriate to:

- Talk to the Head teachers of other schools where pupils from these schools are bullying off the premises
- Plan safe routes to school with the pupils
- Talk to pupils about how to avoid or handle bullying outside school premises
- Talk to the local police about specific problem groups and problem areas

Role of Governors

Governors determine, support and monitor and review school policies. They support the principles and methods set out in this policy. They allocate appropriate resources and ensure security within the building.

Named Person responsible for Anti-Bullying – Mrs Deborah Worrall (Interim Headteacher)

Reviewed October 2022

Next review September 2023