

Appleton Wiske Community Primary School  
Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils. Bullying of any kind is unacceptable at our school by children or adults. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. We expect anyone who knows that bullying is happening to tell an appropriate adult.

What is Bullying?

- Behaviour which deliberately causes hurt (either physically and/or emotionally)
- Behaviour which is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Behaviour which involves an imbalance of power (the victim of bullying feels as though they cannot defend themselves)
- Behaviour which can be overt or subtle intimidation
- The misuse of the internet, mobile phones or camera facilities to deliberately upset another person (see the E-Safety Policy for further details about cyber-bullying)

Emotional	Being unfriendly, excluding, tormenting
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on, the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours

Bullying is not:

- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy

It is essential that we refuse to accept bullying behaviour in order to:

- Ensure the safety and happiness of all pupils
- Promote educational achievement
- Provide a model of correct/acceptable behaviour
- Uphold our reputation as a caring school

The relationship between discipline and bullying is recognised; our behaviour policy is based on fostering and rewarding good behaviour and the refusal by everyone to accept poor behaviour.

Curriculum

The message that bullying is not acceptable is re-iterated within our curriculum. For example:

- Weekly PSHE & C lessons
- Circle Time activities
- 'Anti-Bullying Week'
- Social and Emotional Aspects of Learning (SEAL) materials, where children are taught interpersonal skills and how to respond to particular situations
- Our thematic approach to assemblies:
  - New Beginnings
  - Getting On and Falling Out
  - Say no to bullying
  - Going for goals
  - Good to be me
  - Relationships
  - Changes

Preventative steps to prevent or discourage bullying

- All pupils and staff have signed the Anti-Bullying Charter (agreed by the School Council).
- Members of staff work together to promote positive and harmonious break times, giving opportunities for constructive play.

- The school promotes an environment where children can confide in an adult or an older child if they are victims of bullying. All members of staff will be vigilant.
- Members of staff will continue to respond quickly, positively and effectively. In this way, children will see that bullying is always dealt with; this approach will discourage bullying behaviour.
- The perpetrators of such behaviour must also be helped. Reasons behind behaviour should be discussed, as should the effect on the victims.

#### How can pupils respond?

- Don't allow someone to be deliberately left out of a group
- It helps if you don't smile or laugh if you see someone being 'picked on'
- Tell an adult
- Ask the bullied person to join in **your** game
- Tell the bully to stop what they are doing
- Show that you don't approve and don't join in

If you are being bullied:

- Say "Don't do that"
- Walk away
- Tell an adult in school or an older pupil in your school. Tell a parent.

#### Advice for parents/carers

- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- Take an active interest in your child's social life. Discuss friendships, how playtime is spent and the journey to and from school.

If you believe that your child is being bullied:

- Talk calmly with your child about their experience
- Make a note of what your child says – particularly who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Make an appointment to see your child's class teacher or the Head Teacher
- Do not encourage your child to hit back or respond with similar behaviour

If your child is bullying other children:

- Explain to your child that what they are doing is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how they can join in with other children without bullying
- Make an appointment to see your child's class teacher or the Head Teacher
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people

#### How will the school respond?

- Reports of persistent bullying will require greater depth of action. These will be recorded in writing to enable common themes, timing, perpetrators, victims etc. to be pinpointed.
- The child concerned will normally be dealt with by loss of privileges or by loss of freedom at playtime/lunchtime.
- Targeted supervision will be kept on any child who proves that they have a tendency towards inappropriate behaviour.
- If allegations are made about their child, parents/carers will be asked to visit school to discuss the situation. In seeking their help, no parent must be made to feel guilty or in some way responsible for their child's behaviour. It is parental support that we are seeking.
- The Governing Body will be informed of any serious incidents of bullying.
- In extreme cases, the Head Teacher may deem it necessary to exclude the child.

Revised: October 2017

Review date: October 2020

