

Anti-Bullying Policy Statement



Black Firs School



*“Every child attending this school has the right to feel safe,
secure and happy”*

It is our intention to promote an atmosphere within School, which is built on mutual respect for other people. This is based on the clear guideline for acceptable behaviour, above. We are a [KiVa](#) anti-bullying school. Central to this is our policy on bullying. Our definition of bullying is as follows:-

Any action that is the wilful conscious desire to be deliberately hurtful, threatening or frightening towards another person over whom the bully feels they have some kind of power. The behaviour promotes anxiety and is a repeated or continuous activity, taking place over a number of days or weeks.

Bullying can take many forms, the three main types are:

Physical	Hurting, kicking, taking belongings
Verbal	Name calling, insulting, racist remarks
Indirect	Spreading stories, exclusion, note writing

Bullying “Power” may be defined as greater physical strength as of an older, stronger child or greater numbers, a gang of children bullying a single child. Bullying occurs when it is difficult for a victim to defend themselves; when they have been isolated from the group

However it is not bullying when two children of equal power or strength have an occasional fight or quarrel.

Why is there a need for an Anti-Bullying Policy?

1. The safety and happiness of children When bullying occurs children are miserable
They may be injured physically
Children lose self-confidence and self-esteem.
2. Educational Achievement Bullying affects concentration and learning
It may cause school to be missed to avoid bullying.
3. Providing a model for helpful behaviour Inaction 'condones' wrong behaviour
May think bullying is the way to get what you want
Victims feel let down by adults
4. Long term bullying has been linked to problems in later life especially depression in young adults.
5. Our reputation as a caring school.

Who is at risk from bullying?

1. Who are the victims? They could be any of the following:
 - Those lacking close friends
 - Those who are shy
 - Those coming from over-protective family backgrounds
 - Those from different racial or ethnic groups
 - Those who are obviously different in some way from the group
 - Those with special educational needs
 - One who behaves provocatively or inappropriately with others e.g. barging in on games, being a nuisance etc.

None of these are excuses for bullying.

2. Who are the bullies?

- Both boys and girls bully others
- Most common single/groups of boys
- Girls usually in groups (girls may use indirect methods which are difficult to detect)
- Usually in same class at primary level
- They can come from any type of background
- Some bullies may experience poor discipline at home
- Some may experience excessive physical discipline
- Some may be themselves abused by their own family members
- Some may bully because their friends do

Understanding the reasons does not condone the behaviour.

Identifying Bullying

When observing children at play there are signs to watch to show that all is not well

- Children who are isolated can sometimes be victims.
- Children frown, or look unhappy or angry.
- Children who try to move away from one another.
- Children who do not take a turn in games, but defer to the dominant one.
- Those who appear to get more attention from other children. Children who constantly seek the safety of an adult.

Many of the above are quite normal behaviour and may not indicate that there is a problem, however, if these signs are noticed then further investigation must take place. This also underlines the need for communication by all the people whose job it is to supervise or be responsible for the safety and well-being of the children.

Dealing with Bullying

This must be linked with our programme on emotional intelligence, which is aimed at encouraging all the children to become aware of themselves as part of a whole community. Within that community they have both rights and responsibilities. We aim to encourage them to be self-confident and self-reliant. They should become aware of differences in the way people act and feel in different situations. They should learn to make the correct decision in a given situation to remain both happy and safe and encourage others to do the same.

Part of this is designed to bring incidents of bullying to the fore so that they can be discussed openly and naturally thus removing the greatest asset of the bully - secrecy and isolation.

When an incident is reported the following will take place:

- It will be taken seriously
- It will be investigated
- It will be noted down in the School Behaviour Log including information from all interested parties
- It will be followed up and monitored after a few days

There should be a person who is in overall control of the reported incidents even though most cases are best dealt with initially by the person who knows the children best. *All* suspect incidents should be recorded, by the pastoral class-teacher, in the Behaviour Log on the [\\bfs-nas\Staff\school docs\BFS Behaviour Log](#) directory. Issues can then be monitored over-time.

We cannot ever say there is no bullying in school, but the School can demonstrate that there will always be a positive and effective response to any incident of bullying.

This policy, must be seen to be followed. Every member of the School must know the steps to be taken should bullying be discovered.

This has implication for the ancillary helpers in School. They need to be informed and included in the implementation of this policy. Training may be required.

The environment should be stimulating to prevent boredom, a key factor in bullying. The play area will help with this. There needs to be constant reminders of the types of play appropriate in which areas around School.

Finally, once the policy has been developed and agreed, it must be *implemented by every body* and it must be kept under constant review to maintain its effectiveness.

Ratified by the Governing Body.

Signed

Date: November 2016

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned between the text on the left and the text on the right.

Chairman of Governors

To be reviewed: Autumn 2017