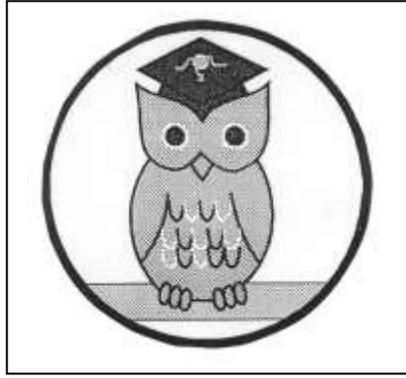




**Anti Bullying Policy
For
Mortimer Primary School**



MORTIMER PRIMARY SCHOOL

ANTI BULLYING POLICY

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STATEMENT OF INTENT

We at Mortimer Primary aim to create a safe environment where all members of the school community can feel secure, valued and respected.

MORTIMER PRIMARY IS A SCHOOL WHERE EVERY CHILD MATTERS!



Be Healthy



Stay Safe



Enjoy and achievement
through learning



Make a positive
contribution to
society



Achieve economic
well-being

DEFINITION

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or else the fear of the victim may be that a single act may be repeated. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic: sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident maybe any incident which is perceived by the target as bullying and needs to be treated accordingly.

THREE MAIN TYPES OF BULLYING

1. Physical- e.g. hitting, kicking
2. Verbal- e.g. name-calling racist/gender/homosexual comments
3. Indirect- e.g. rumours, excluding from playing, parties, taking equipment, texting, videoing

It is the aim of Mortimer Primary:

- ❖ To promote a secure and happy environment, free from threat, harassment and any type of bullying.
- ❖ To take positive action to prevent bullying from occurring through a clear school policy on personal and social development.
- ❖ To show commitment to overcoming bullying by practicing zero tolerance.
- ❖ To inform pupils and parents of the school's expectations and to foster a productive partnership with them, which helps to maintain a bully-free environment.
- ❖ To ensure that everyone at Mortimer Primary is aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.
- ❖ To ensure that pupils are able to transfer their learning to the wider community.

INDICATORS OF THE CHARACTERISTICS OF BULLYING

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
<p>Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage</p>	<p>PHYSICAL biting hair pulling hitting kicking locking in a room pinching punching scratching spitting any other form of physical attack damaging a person's property</p> <p><u>NON-PHYSICAL</u> Abusive language Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist remarks Sexually suggestive language Cruel remarks Spreading false/malicious rumours</p> <p><u>NON-VERBAL</u> Direct Mean faces/rude gestures Indirect Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous Notes Videoing incidents <i>Can be any one or a combination</i> <i>Bullying is usually repetitive</i></p>	<p>Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse</p>
<p>Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying</p>	<p>Suggested School Action This should be dealt with by the school</p>	<p>Suggested School Action This should be handled by the police or other appropriate authorities</p>

The Anti-Bullying Handbook Keith Sullivan Oxford OUP

STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES

We at Mortimer Primary take bullying seriously and provide guidance for all staff. Identifying pupils who are being targeted is often difficult. We use the following indicators as guidelines:

- ❖ The pupil's work may be suffering
- ❖ They appear to have no visible friends
- ❖ They appear unhappy
- ❖ They have frequent absences
- ❖ They have a tendency to display aggressive behaviour

We encourage staff to observe general behaviour in and around school

DEALING WITH A CHILD WHO HAS BEEN BULLIED

We treat all reports of bullying seriously - whether reported by the child themselves or staff / parents / peers.

We at Mortimer Primary will:

- ❖ Record incidents and monitor regularly
- ❖ Let the child know what is being done. Set a time and date for a meeting
- ❖ Inform parents of procedures in place and actions taken.
- ❖ Reassure students they have done the right thing by telling someone.
- ❖ Find out details and not make the child feel responsible for being bullied
- ❖ Empower the child by praising their courage for telling.
- ❖ Identify areas of the environment where bullying occurs: corridors, classrooms where the teacher is absent, playgrounds. Deal with these areas as a management issue; they may require creativity and vision.
- ❖ Decide which strategy is appropriate. E.g. anger management, circle time. (Resource and Reference materials) and put it into practice.

DEALING WITH A PUPIL WHO IS A BULLY.

We are aware a child may bully for a variety of reasons: because of the family/life events/power of an antisocial peer group/social climate of the school/surrounding community/personality characteristics and or a combination of these and other factors. Some bullies may have low self- esteem that often manifests it self in violence. Some bullies are extremely manipulative of people and or situations.

Staff at Mortimer Primary will:

- ❖ Defuse the situation and remain calm and non-judgemental.
- ❖ Separate the bullying actions from the person who is bullying (allows a way out and becomes a win win situation)
- ❖ Explain clearly to child what is going to happen to ensure they understand the procedures regarding rules, responsibilities and consequences that the school follows.
- ❖ Involve and inform parents of events and consequences that may follow.
- ❖ Decide which strategy is effective and appropriate. For example following "No Blame"

EXPECTATIONS

Our aim at Mortimer Primary is to put in place preventative measures through the following expectations:

WE EXPECT STAFF AND GOVERNORS:

- ❖ To embrace a whole school approach that celebrates individuals and provides support for all pupils.
- ❖ To put in place an effective anti-bullying policy that is an integral part of school life.
- ❖ To be a supportive governing body that encourages the involvement of parents in the school.
- ❖ To establish a clear system of rules, rights, responsibilities and consequences
- ❖ To provide an environment that is stimulating and enjoyable.
- ❖ To recognise that the responsibility for dealing with bullying incidents rests with the school and governing body.
- ❖ To know that the school has no responsibility to deal with bullying incidences occurring outside the school premises, however they will endeavour to support the child and parents.
- ❖ To respond to parental queries and concerns positively and without delay

WE EXPECT PARENTS :

- ❖ To be involved in their child's school life and attend parents evenings etc.
- ❖ To be supportive of the schools expectations of behaviour
- ❖ To respond to school concerns positively and without delay
- ❖ To make appointments where and when possible
- ❖ To know that the school has no responsibility to deal with bullying incidences that occur outside school premises. The School, however, will endeavour to support the pupil and parents.

WE EXPECT PUPILS:

- ❖ To be involved in a proactive school council
- ❖ To support the school rules, rights, responsibilities and consequences
- ❖ To take responsibility for their own behaviour.
- ❖ To respond to school concerns positively and without delay

Control over the school environment can be both psychological, that is, children are taught to monitor their own behaviour and that of others: and physical, that is teachers, and possibly parents and students may be asked to patrol areas of the school outside class hours. Gardening, landscaping/seating may support a creative environment.

TRAINING FOR STAFF

This takes the form of the following:

- ❖ Regular staff training to address policy issues, through assemblies PHSE and curriculum
- ❖ Training using inset/LA/outside agencies
- ❖ Termly review meetings to assess and review procedures/ incidents

Staff may also access training from:

- ❖ SCUK (School Council UK) together with pupils.
- ❖ South Tyneside Healthy Schools, Education for Health Coordinator
- ❖ Support and advice from EWO, Community Police

MONITORING AND EVALUATION

Monitoring of the policy is termly by the Head Teacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

- ❖ Records will be kept for up to three years and then extended if the need required.
- ❖ Annual review and up dates of policy by governors who will involve the School Council where appropriate in reviewing the policy.
- ❖ The policy will be shared and reviewed with staff/pupils/parents.

CASUAL ADMISSIONS

It is a statutory responsibility for all schools to have an Anti-Bullying Policy . This policy will explain how they will respond to all incidences. If you are worried or concerned about bullying issues, or your child has reported bullying to you, it is important that you make contact with the Head Teacher of the school, who will ensure a member of staff follows up your enquiry, as outlined in their schools policy. Schools will, endeavour to meet with you to discuss your concerns so that they can work with you and your child to resolve the issues. If the matter remains unresolved the next step would be to refer the matter through the schools complaints procedure, which would involve the School's Governing Body. If you are requesting a school place because of alleged bullying you must submit confirmation in writing from your child's Head Teacher that the in-school procedures have been fully exhausted. Your application will NOT be processed without this information.

Mortimer Primary will communicate clearly to parents the Authority's position in this matter.

APPENDIX

FURTHER IDEAS

- ❖ Counselling - using peers, school council, a professional counsellor.
- ❖ Learn new behaviour through PHSE working with other children 1 to 1
- ❖ Use the "No Blame" approach (7 Step- George Robinson)
- ❖ Learning Mentors
- ❖ Anger Management
- ❖ Circle Time
- ❖ Assertive Training

FORMATS

- ❖ Protocol
- ❖ Proforma First Interview
- ❖ Proforma Review
- ❖ Diary for child

Addresses for reference (See separate sheet)

ANGER MANAGEMENT

<http://www.kidshealth.org>

BOOKS

Tackling Bullying in Your Schools: A Practical Handbook for Teachers, Routledge London & New York.

CIRCLE TIME /PEER COUNSELLING

Peer Counselling in Schools: A Time to Listen David Fulton London (1996)

Should We Blame the Bullies? Peter K Smith in The Psychologist Vol: 14 No 2
Lucky Duck Publishing Ltd.: www.luckyduck.co.uk

PARENTS

Your Child Bullying Alexandra Jenny Element 1998

Feel the Fear and Do It Anyway Jeffers, Susan Arrow 1991

GUIDANCE FOR PARENTS/CARERS

We at Mortimer Primary believe parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues. These guidelines and information are available to parents and are displayed in and around our school.

GUIDANCE FOR PARENTS/CARER

Signs to look for in your child.

- ❖ Common symptoms may include:
headaches, stomach aches, anxiety, irritability, stress.
- ❖ They may refuse to attend school
- ❖ They may appear to have few or no friends around
- ❖ They may lose money or property
- ❖ They may have unexplained bruises etc.
- ❖ They may have an unwillingness to talk about school.

PARENTS CAN:

1. Obtain a copy of the parent anti-bullying leaflet
2. Support their child: tell them it is not their fault, he/she can't choose the way people behave towards her, but he/she can choose how she responds.
3. Find time to talk to their child: empathize with their situation, although he/she can't choose what happens in his/her life, being happy is a positive personal choice.
4. Remind them how resilient and strong they are/ they keep going to school despite facing daily bullying.
5. Remind him/her, he/she is a unique and wonderful person, with the same rights as everybody. That he/she can use the power of anger to protect herself without having to attack any one else.
6. Speak to the teacher about the problem.
7. If not resolved see the Head and ask to see the policy, (All schools by law have an anti-bullying policy.)
8. Request initiation of an action plan and time line to monitor the bullying (example documents)
9. Support your child and the school by becoming involved in reviewing the policy.
10. If the matter is not resolved then you can contact the Chair of Governors.

It is the school and governors responsibility to reconcile any bullying incidents that may occur.

IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN

Look out for signs of bullying by your child or from others

- ❖ Your child may have more money than usual
- ❖ Your child may have property that does not belong to them
- ❖ Your child may be more aggressive and belittle other children
- ❖ It may help to monitor use of their telephones and use of MSN

WHAT CAN YOU DO?

If you are concerned make an appointment with your child's teacher or tutor

WHAT YOU CAN DO WITH YOUR CHILD:

- ❖ Talk with them to discourage this behaviour
- ❖ Discuss how it makes other children feel.
- ❖ Make an appointment to meet your child's teacher or tutor
- ❖ Give praise when your child displays cooperative behaviour and kindness to others.

Suggested Resource

Parent line

www.parentlineplus.org.uk

Free Help line

Tel 0808 800 2222