



**SAXON WAY**  
PRIMARY SCHOOL  
AND CHILDREN'S CENTRE

## Anti-Bullying Policy

Last Reviewed: September 2021  
Next Review Due: September 2022

Reviewed Annually

## What is bullying?

A working definition of bullying:

- 'persistent, deliberate, unprovoked, psychological harm by a more powerful child or
- young person or group, against a weaker child or group' (Psychologist Journal, 1991 P.Smith Vol14 (6))

It is the right of all (adults and pupils) within Saxon Way Primary School to be able to work and study free from bullying, harassment or discrimination. Bullying will not be tolerated and all incidents will be taken seriously.

Bullying or harassment can look like this:

- Verbal harassment – name calling, insults, taunts, offensive language, constant criticism
- Written harassment – insults, taunts, letters
- Graffiti - on walls, books, desks, school bags, obscene gestures
- Vandalism of property
- Repeated unfounded complaints, distorting and misrepresenting actions
- Literature being brought into school which contain defamatory material
- Refusal to co-operate or work with particular pupils – excluding pupils from the social group
- Unprovoked physical assault or the threat of it
- Causing physical or psychological distress individually or with a group of others

In determining whether an incident constitutes harassment or bullying, the context in which the incident occurs will need to be considered as well as the victim's understanding of the perpetrator's motives. Particularly vulnerable groups – refugees, newly arrived pupils, 'looked after' children are frequently the target of bullying behaviours.

The school will:

- Take all bullying problems seriously both of pupils and adults
- Investigate all incidents thoroughly
- Keep a written record of the incident, investigation and outcomes (appendix)
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Inform staff about the incident where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure that action is taken to prevent further incidents

Such action may include:

- imposition of sanctions
- obtaining an apology
- informing parents of both bully and bullied
- provide appropriate training
- provide mentor support for both victim and bully

### Identifying the problem:

#### Pupils

- Children who are being bullied at school will not always be prepared to tell those in authority. Signs of bullying may include:
- unwillingness to come to school
- withdrawn isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. Pupils should be encouraged to be open with their parents who can pass on concerns to the school.

#### Pupils have these responsibilities:

- to not become involved in bullying incidents
- to be aware of the school's way of dealing with incidents and of the kinds of support available
- to always tell a member of staff if they think bullying is happening
- to always talk to parents/carers about any worries
- to support pupils who may be subjected to bullying
- to be prepared to speak up if they see or hear something they think is unfair

Victims of bullying may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established.

It is the Head who has the pivotal role in ensuring that the school fulfils its legal obligations and that anti-bullying and anti-harassment procedures are developed and followed within the school.

#### Responsibilities of the Head are to:

- ensure the school has a policy covering; equal opportunities and anti-bullying encompassing harassment
- ensure that the policies are known to all staff and Governors
- ensure procedures are carried out consistently and fairly by all staff
- ensure monitoring systems are in place
- report to Governors once a term about the situation with regard to bullying and harassment
- ensure all school staff have opportunity to receive training on appropriate methods of dealing with incidents of bullying and harassment
- establish systems which are perceived as supportive by pupils who are involved in incidents
- ensure that the ethos within school allows pupils to feel that it is 'safe' to tell and where they have the confidence to believe that school will deal effectively with incidents brought to their attention

#### The role of the teacher:

The role of the teacher is crucial in implementing the school's anti-bullying policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.

Teachers have the responsibility to:

- ensure that they know the content of the equal opportunities and anti-bullying policy
- ensure that training opportunities are taken up
- be sensitive to the possibility of bullying and harassment in a consistent manner, including the logging and reporting procedures used in school
- ensure that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum
- be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of the comments and or behaviour, which could be offensive to particular individuals or specific groups of people
- manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual

Strategies:

- involve students in drawing up ground rules for class behaviour
- display agreed codes of conduct prominently within the class
- have regular opportunities for whole class and/or group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished
- consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- Use display materials within the classroom and around school that help to promote positive values
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment.
- Intervene when incidents are observed outside the classroom so that pupils do not feel unprotected during particular parts of the day

The role of Support Staff:

Support staff include learning support assistants, clerical staff, midday meal supervisors and the caretaker.

Support staff have the responsibility to:

- Ensure familiarity with the school's equal opportunities and anti-bullying policies
- Attend training on dealing with instances of bullying and harassment
- To be sensitive to all instances of bullying and harassment within the class and around school; to deal with every incident in a fair and consistent manner according to the school's policy
- Find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people
- Report incidents of bullying and harassment

Strategies:

- Participate in training to become familiar with the school's equal opportunities and anti-bullying policies
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently
- Intervene in any incident observed around the school

- Remain calm and avoid getting into confrontations with pupils
- Model ways of talking and behaving which exemplify respect for the individual
- Challenge stereotypic remarks e.g. sexist comments; racist assumptions
- Keep a watch for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils
- Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour

## Parents

Parents and carers have a very important role in supporting the school to implement its anti-bullying policy effectively.

Parents have the responsibility to:

- Ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment
- Sign the home/school contract and to abide by that contract
- Work in partnership with the school on encouraging positive behaviour, valuing and respecting difference
- Understand that children need to learn to deal with disagreements and conflict in an assertive but nonviolent manner
- Be alert to and inform school about significant behaviour changes and signs of distress in their children
- Inform staff of any significant change in circumstances which may affect the way in which pupils respond in school
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude
- Communicate to children that they (parents) trust the school and staff to deal appropriately with incidents that arise and which the school are aware of

Strategies:

- Parents need to be aware of opportunities offered for formal and informal consultation with parents
- Discuss school incidents at home and encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication
- Provide opportunities to discuss issues relevant to friendships and relationships both in and out of school
- Tell the class teacher of any concerns about bullying or harassment. Ask the teacher to be informed of any action taken
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will have to accept the consequences of their behaviour in line with the school behaviour policy

## Role of Governors

Governors have an important role in ensuring that the school fulfils its legal obligations with respect to anti-bullying, anti-harassment and anti racist procedures. The governors have a responsibility to ensure that procedures undertaken in school are monitored and effective.

Governors have the responsibility to:

- Ensure that the school's equal opportunities and behaviour policy refer to the

different forms of bullying and harassment

- Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally
- Ensure that staff receive appropriate relevant training to enable policies to be effectively implemented
- Ensure that they are aware of any patterns of bullying and persistent parental complaints
- Ensure that incidents are monitored and if appropriate policies and procedures are reviewed
- Ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted within any review process
- Support the Head in implementing school policy

Strategies:

- Become familiar with and clear about the school's current position on anti-bullying, anti-harassment and equal opportunities
- Attend training opportunities for Governors on these issues
- Clarify the pupil's position in implementing the policy
- Where necessary to help establish an action plan to review policy and procedures
- Support the Head in establishing appropriate mechanisms for monitoring incidents
- Help the Head identify ways of disseminating the policy to pupils and to parents
- Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to Governors

SAXON WAY PRIMARY SCHOOL  
BULLYING INCIDENT RECORD SHEET

Date: ..... Time: ..... Place: .....

Who was involved?

Victim's name: ..... Year group: .....

Perpetrator's name: .....Year group: .....

Others involved including onlookers:

.....  
.....  
.....  
.....

Who dealt with the incident?

Initially: .....

Thereafter: .....

A brief description of the incident:

.....  
.....  
.....  
.....  
.....

continue on reverse if necessary; attach written reports by pupils

What action was taken to deal with the Perpetrator?

.....  
.....  
.....

What action was taken to deal with the victim?

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.....  
.....  
.....

Were the parents involved?.....

Have there been any other incidents involving the same victim/  
perpetrator(s)?

.....  
.....  
.....

Is further action going to be taken?

.....

Does the situation need monitoring? If so, by whom?

.....

How will the monitoring be achieved?

.....

Signed ..... Post held .....

Date .....