Armley Park
Primary School

Anti-Bulling Policy

October 2022

Policy for Action Against Bullying

At Armley Park Primary School, we believe that all children in our school have the right to a happy and safe environment where bullying is always regarded as unacceptable and where staff will treat bullying as a serious matter and take positive action to counter it.

Children will be made aware of this entitlement and all children will be encouraged to bring instance of bullying to the attention of adults.

Whilst the policy and practice given in this document is primarily intended for staff the document is also available to parents who request to see it. In addition, it may also be brought to the attention of parents of children who are considered to be bullying others or being bullied.

What is bullying?

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression).
- Repeated often over a period of time.
- Difficult for victims to defend themselves

against. Bullying can take many forms, but three

main types are:

- Physical – Hitting, kicking, taking belongings, damaging work/belongings.
- Verbal – Name calling, taunting, making offensive remarks, making racist remarks.
- Indirect – Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours; cyberbullying.

It is important to note that some of the above behaviour may occur without bullying taking place,
e.g. in boisterous play, when 'falling out' with other children, or with particular 'bossy' children. Bullying is almost always pre-meditated and is deliberately vindictive.

Overall Considerations

Bullying can be:

- Emotional – Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical – Pushing, kicking, hitting, punching or any use of violence;
- Verbal – Name-calling, sarcasm, spreading rumours, teasing;
- Racist – Racial taunts, graffiti, gestures;

- Sexual – Unwanted physical contact or sexually abusive comments;
- Homophobic – Because of, or focusing on the issue of sexuality;
- Transgender – Name calling or abuse due to a young person's sexual orientation or those
  who may be perceived to be bisexual, or transgender or questioning their gender;
- Online – All area of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e., camera and video facilities.

The types of repeated unkind acts might include:

- Physical harm;
- Threat of physical harm;
- Extortion, demand of money or favours;
- Destroying, damaging or hiding property;
- Spreading rumours about an individual's reputation or that of his/her family;
- Nasty name calling or teasing;
- Using a look or a stance to trigger offence;
- Exclusion, deliberately leaving someone out of an activity;
- Manipulation, forcing someone else to carry out any of the above actions;
- Any of the above via electronic communications or systems (text/social media/game consoles)

Who gets bullied?

Any child can be bullied, and although none of these factors can excuse it, certain factors make bullying more likely, these include:

- Lacking close friends in school.
- Being shy.
- Family circumstances.
- Being from a different racial or ethnic group to the majority.
- Having Special Educational Needs or a disability.
- Being different in some obvious respect.
- Behaving inappropriately or differently.

As part of our preventative steps, we as staff endeavour to identity those being bullied. The children fall into three general categories:

Passive victims (these make up the majority):

- Are often smaller or weaker than their peers;
- Display an unhappy, withdrawn demeanour and/or are isolated;
- Are often clumsy or uncoordinated and poor at sport;
- Are reluctant to go into the playground or keen to stay around adults;
- Display a lack of confidence, can feel depressed, inferior, helpless and unable to cope;
- Usually display a positive attitude to school work.

Victims of name calling, racism and/or other social prejudice

- Are victimised for being different e.g. race/ethnic origin, religion, colour, size or physical disability;

- Are victimised for alleged or actual sexual preferences;
- Are victimised for being vulnerable children in society e.g. travellers, looked after children;
- May be vulnerable where they are in small numbers;
- May be targeted because they are very academic or have special needs.

Provocative victims (a small minority of victims)

- Seek constant attention for pleasing, compliant behaviour;
- Tease and taunt others and then complain when others retaliate.

What are the risks of bullying to the victim?

Children who are being bullied may be reluctant to attend school and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Victims of bullying can suffer from low self-esteem and poor self-image, looking upon themselves as failures, feeling stupid, ashamed and unattractive.

How do you recognise a victim of bullying?

Some of the signs include:

- Reluctance to attend school.
- Reluctance to go out at playtimes.
- Reluctance to join particular lessons (e.g. PE / Games).
- Complaints of feeling unwell.
- Deterioration of work, attention.
- Being withdrawn.
- Uncharacteristic behaviour or emotional displays.
- Wanting to remain in the company of adult.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Becomes withdrawn anxious, or lacking in confidence.
- Cries themselves to sleep at night or has nightmares.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has snack or other monies continually "lost".
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or their siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when an online message is received.
- A pupil displaying promiscuous sexual behaviour.
- A pupil's attempted suicide.

It is important to note that some of all of these characteristics can occur in children for a range of reasons. Many children who are not being bullied can display these difficulties.

Where does bullying happen?

Bullying can happen anywhere but it is more likely to occur in areas where there is no or limited adult supervision. Electronic communication which includes mobile phones, online gaming; access to chat rooms and social media etc. mean that bullying can happen anywhere not just on the school premises.

Strategies to prevent or reduce bullying

At Armley Park Primary School, we believe that there are general and specific strategies which, if implemented consistently, will prevent or reduce bullying. In addition, school's electronic devices have robust filters to discourage any form of online bullying. Children are taught how to 'blow the whistle' should they receive any unsavoury communication and are encouraged to report these to a member of staff.

Adults working in our school therefore aim to:

- Always encourage the caring and supportive side of children by openly recognising, valuing and praising it wherever it is seen.
- Provide opportunities for children to work co-operatively in a variety of group settings during the course of a year so that they develop a range of social strategies for dealing with other people.
- Use the topic of friendship, falling out and bullying for classroom discussions, circle time, assemblies etc.
- Ensure that established rules and routines for movement in and around school are followed.
- Ensure that the established rules and routines about playtimes are followed and that the quiet areas of the playground are respected.
- Always be willing to listen to a child's concerns about bullying.
- Always be willing to listen to a parent's concern about bullying.
- Never make premature assumptions, listen carefully to all accounts, whatever the victim's previous history, all claims of bullying at Armley Park Primary School will be treated seriously and will be fully investigated.
- Ensure that parents and children are alert to e-safety and cyber-bullying by providing relevant and detailed information and clear guidelines on what to do if a child is
  experiencing bullying of this nature via the school's newsletters, website and links to CEOP. Children are taught how to 'blow the whistle' should they receive any unsavoury communication and are encouraged to report these to a member of staff and to their parents (see e-safety information).

These strategies alone may not be adequate, and particularly if there are instances of bullying and violence, tougher sanctions will be needed.

<u>There is bullying – What then?</u>

The single or first instance of bullying

When an adult becomes aware of a deliberate, but apparently single, instance of bullying then s/he must respond immediately and make the bully aware that bullying is unacceptable. At this stage the strategies or sanctions used to deal with the bully will be appropriate to the age of the child and to the nature and seriousness of the bullying incident.

The victim of an apparent single instance of bullying must:

- Have the fact that bullying is unacceptable reaffirmed;
- Be given opportunity to return to the same adult on the following day to give an update (the onus to do this is on the child);
- Be made aware that if the same child(ren) involved in bullying should cause concern again then the victim should either seek out the same adult and report the incident to them or report the incident to their own class teacher.

The alleged bully should also be made aware of this procedure.

The class teachers of both the bully and the child being bullied need to be made aware of the situation.

Through the above procedure, class teachers will become aware if a child's involvement in instances of bullying either as a bully or as a victim is more than an isolated occasion. If this is the case then the following more formal routine for dealing with bullying should be implemented by the class teachers.

Procedures for dealing with repeated instances of bullying

For victims:

Step 1: The child being bullied should see the class teacher at a pre-determined time each day for a set period e.g., one week and give a brief verbal report on what, if anything, has happened.

Step 2: If the problem persists, the child being bullied keeps their own 'diary' of instances and discusses them with the class teacher. Younger children will have a single sheet chart. This chart could consist of smiley faces for good playtimes/days; sad faces for times when they have been upset by other children. At this stage the Key Stage Leaders should be informed.

Step 3: If difficulties persist ensure that all the staff in school are aware of the particular child's situation so that at all times of the school day, staff will be alert for even the smallest sign of potential incidents that might cause the child distress and be in a position to prevent such incidents happening. At this stage, if the child's parents are not already aware of the problem, the Headteacher should inform them.

Step 4: Seek further guidance from the Headteacher.

Throughout these stages the adults in school should take every opportunity to raise the child's self- esteem and confirm his/her right to feel safe at school.

If and when difficulties have been resolved the class teacher and Key Stage Leaders should follow up repeatedly, checking that bullying has not returned.

For bullies:

Make sure the bully is aware that the situation is now considered to be very serious and that a record of instances and alleged instances will now be kept and filed.

Step 1: The child should see the class teacher at a pre-determined time each day for a set period e.g., one week, two weeks etc. and give a brief verbal report to the teacher on their perception of incidents they have been involved in or confirm that they have been involved in no further incidents.

The class teacher will at this stage keep a brief written record of the reporting procedure and outcomes. If at the end of the reporting period, the procedure has the desired effect then the

child should be told that the reporting is to stop but that the record will be kept and if necessary, referred to in future.

Step 2: As Step 1, but the Key Stage Leader/ Headteacher will take on the monitoring role. The child
will then be placed 'on report' and a record of playtime and classroom incidents will be kept.

At this stage the child's parents will need to be made aware that the child is 'on report' and the reason for this.

Other sanctions will operate for all instances of 'bullying' and will be used alongside the reporting procedure. The school's behaviour policy includes a full list of sanctions. Sanctions used will depend on the age of the child and the seriousness of the incidents, however they should be fairly and consistently applied and might include any of the following:

- A verbal reprimand by the class teacher / KS Leader / Headteacher and clear expectations outlined for future behaviour.
- The situation is discussed with the child's parent in an informal setting at the end of the day.
- Withdrawal of break time and lunchtime privileges.
- Removal from the class to work in another part of the school.
- Missing playtime for a fixed period of time.
- A letter sent home to parents detailing the instance(s) of bullying.
- A lunchtime detention operates and parents are informed of this by letter.
- Exclusion from playtime at lunchtime for a fixed period of one week, two weeks etc.
- The parents are formally contacted and asked to come to school and discuss the bullying.
- Withholding participation in school events that are not an essential part of the curriculum.
- The Headteacher may put in place any extraordinary strategy which is deemed necessary.

How are parents involved?

All parents have access to a copy of the school's Behaviour policy via the school website. When their child is admitted into school parents are given a 'welcome pack' which includes all relevant policy documents and signposts parents to a range of other policies including information on cyber-bullying and e-safety. This information is also sent home on an annual basis and links are available on the school website. All parents have access to the 'Action against Bullying' policy on the school website and hard copies of policies are available request.

When a child is involved in an instance of bullying, either as a bully or a victim, this policy outlines the points at which parents should be informed of the steps the school is taking.

Schools are often alerted to instances of bullying when parents make contact to report that their child has been bullied. The first point of contact for parents is usually the class teacher. All staff in school should be aware of the need to report parental concerns to the Key Stage leader. When discussing the situation with parents all teachers should:

- Recognise that the parent may be angry or upset.
- Keep an open mind – bullying can be difficult to detect.
- Remain calm and understanding.
- Make clear that the school takes the concerns seriously and will investigate fully.

- Explain the school policy, and make sure procedures are followed.

Parental support is often a key to success in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. However, a few parents do have unhelpful attitudes, encouraging bullied children to ‘stand up for themselves’ rather than seek help. While understandable, this conflicts with the aim of our anti-bullying policy which is to encourage children to tell staff about bullying rather than try to fight back. Parents should always be reminded of the school policy in relation to ‘telling an adult’.

A list of suggested sources of information about bullying is available in school and a copy can be given to parents if required.

Monitoring Bullying at Armley Park

Bullying is taken seriously at Armley Park and action is always taken against the bully. At the same time support, as outlined in this policy, support is always given to the child being bullied.

At Armley Park we recognise the importance of ensuring consistency of action throughout the school, and therefore all staff who are involved in dealing with incidents of bullying, either as a reporting adult, class teacher, Key Stage Leader or Headteacher are required to keep a record of bullying incidents. The record should give a brief summary of the incident and action taken. It is the responsibility of individual teachers to alert the Key Stage Leader and Headteacher of incidents in line with policy guidelines and to ensure that documentary evidence is passed on as appropriate. A file is kept in the Headteacher’s office for this purpose where the file used to record racist and homophobic incidents is also kept.

The Senior Leadership Team monitors the children involved and the frequency and types of bullying that occur.

This Anti-Bullying Policy was adopted by Armley Park Primary School on 30/09/2020

Chair of Governors – Mr B Tummons		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	APPS Full Board	
Date of next review:	October 2028	

REVIEW RECORD

Date of review	Reason for review	Date of next review
23/09/2020	Agreed review schedule	September 2022

Name:	Ben Tummons	**Signature:**	

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review
18/10/2022	Agreed review schedule. Addition of overall considerations' section and additional information under 'who gets bullied?'.	October 2024

Name:	Ben Tummons	**Signature:**	

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review
15/10/2024	Agreed review schedule	October 2026

Name:	Rob Winstanley	**Signature:**	

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review
13/10/2026	Agreed review schedule	October 2028

Name:	Ben Tummons	**Signature:**	