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# NUNNEY FIRST SCHOOL



## ANTI-BULLYING POLICY

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### Rationale

Bullying is an unacceptable form of behaviour and when it happens it will not be tolerated. At Nunney First School we value difference and diversity and teach children to respect each other. Occasionally, instances of inappropriate, intimidating behaviour occur. This policy provides the structure and framework that is used to provide support to address these incidents.

### Definition

Different people refer to differing types of behaviour as 'bullying'. Therefore, it is important that our definition is made clear.

### What is bullying?

*Bullying is when a person or persons subject someone to persistent, willful, premeditated aggressive acts, threats or frightening experiences over a period of time.*

These may be related to differences in religion, race, physical appearance, disability or sexual orientation and can involve:

- physical abuse
- verbal abuse
- name calling
- online abuse (cyber bullying)
- malicious gossip
- damaging property
- stealing property
- coercion into acts the victim does not wish to do
- isolating the victim

### Recognising the differences between boisterousness, bossiness, aggression and bullying

While children are developing social skills, there are frequently incidents of antisocial behaviour of a physical, verbal or emotional nature. These are sometimes referred to as 'bullying' but for most young children the acts are not pre-meditated or repeatedly directed at the same child.

### **Boisterousness**

- uncontrolled, not vindictive
- high spirits, not unfriendly

### **Bossiness**

- Bossing whoever is around at the time
- Usually children grow out of this as they mature and learn social skills

### **Aggression**

- hurtful acts, either physical or verbal, usually as a result of anger or self-interest
- not systematic or persistent

### **whereas**

### **BULLYING**

- tends to be focused on anyone with a perceived weakness or who is different in some way
- there is a willful desire to hurt physically or verbally, to threaten and frighten
- it involves rough, intimidating behaviour or language

### **Recognition of bullies and victims**

#### **Who bullies?**

Bullies come from all types of social background, from all races, from all cultures and from both sexes. Bullying behaviours are seen in children as young as three years of age, right through to adulthood.

For some bullies their behaviour meets their need for excitement, status or material gain. A bully may not be well integrated into his or her peer group and might be experiencing difficulty in making friends, may not be coping well with school work, have unrecognised special needs, may have a low self-image, may have insecure, changing home circumstances and may have important adults in their lives that are bullies themselves.

Some bullies appear not to appreciate the effect of their actions and express no remorse. Some justify their actions by describing their victims as deserving of the treatment they have handed out. Some are 'anxious' bullies and may well be subject to bullying themselves.

#### **Who are the victims?**

Victims may or may not be obviously different from the perceived norm. They may not be particularly assertive or likely to fight back and may present as quite anxious and tearful. Victims may be unique individuals who express themselves in a way that others find hard to understand and easy to ridicule. They may also come from families that do not fit expected norms.

Sometimes the victim has qualities, friendships or belongings which are envied by the bully but the bully perceives them as not having the status, skill or ability to counteract or stop the harmful behaviour.

### **Aims**

- To create an ethos of strong disapproval of bullying amongst pupils, staff and parents.

- To identify bullying behaviour in its initial stages and deal with it swiftly and effectively.
- To help both bullies and victims re-integrate into normal, happy, cooperative school life.
- To create an ethos where difference and diversity are respected and celebrated.

### Objectives

- To encourage caring attitudes and respect for others through a school ethos and curriculum that promotes difference and diversity.
- To encourage children to challenge the bullying behaviour themselves in the early stages, by being assertive and using statements such as 'I don't like you doing that and I want you to stop.'
- To advise victims to:
  - get away from the situation as quickly as possible;
  - tell someone what has happened straight away, make sure an adult knows;
  - not blame themselves for what has happened.
- To log school based incidents of racist, homophobic and disablist bullying using the Local Authority reporting form and record other incidents of bullying in class Concern Book.
- When bullying occurs, to work with the child/children, parents and if appropriate, outside agencies to talk about the incident and provide strategies to deal with, resolve and move on from this.
- To use the school's Behaviour Policy to promote positive behaviours and provide sanctions for unacceptable behaviours.
- To ensure that all staff are aware of and follow the Anti-Bullying Policy and practices/ procedures it contains.
- To log information relating to victims and bullying behaviours gained through observation, liaison with other staff, parents and pupils in the class Concern Book.

### Success Criteria

- Staff and pupils detect bullying behaviours at an early stage and take appropriate action.
- Children show peer group disapproval of bullying.
- The large majority of pupils and parents perceive the school as being a safe place where bullying and aggression are dealt with swiftly and appropriately.

Date adopted by the Local Governing Body: 8<sup>th</sup> July 2019

Reviewed: 19<sup>th</sup> July 2021

Signed: *Ray Jones* Acting Chair of Governors

To be reviewed by: **July 2023**

## ACTION PLAN FOR DEALING WITH BULLYING

Whenever bullying is identified, all staff are asked to be particularly vigilant of the bully/bullies and the victim/s.

	Action	Sanctions
<b>Initial identification</b>	<ul style="list-style-type: none"> <li>The class teacher talks to the victim about who is involved in the bullying and about his/her feelings.</li> <li>The teacher talks to the pupil/s who has/have been involved. If incident has been witnessed this will include bystanders who joined in but did not initiate the bullying.</li> <li>The bully/s is/are encouraged to apologise to the victim/s.</li> </ul> <p><b>The class teacher records the incident and informs the Headteacher.</b></p>	
<b>Bullying persists</b>	<ul style="list-style-type: none"> <li>The class teacher makes it clear to the bully/s that she/he knows who is responsible and that they must stop their bullying behaviour. The bullies are asked for their ideas about what they might do to bring about the changes. A short time scale is agreed.</li> <li>The teacher uses classroom time to involve the class in supporting both the victim and the bully and to encourage the peer group to stand against bullying as described in the objectives.</li> <li>Parents of both the bully/s and victim/s are informed.</li> </ul> <p><b>Incident/s are recorded in a Behaviour Logbook maintained by the Headteacher.</b> <b>Advice from outside agencies may be requested.</b></p>	Loss of privileges as appropriate
<b>Bullying persists beyond the 'cooling off' period</b>	<ul style="list-style-type: none"> <li>Parents of both the victim/s and bully/s are invited to meetings and actions and sanctions are agreed. A review date is agreed.</li> <li>The class teacher continues with in-class support.</li> </ul> <p><b>The Headteacher keeps a log of all incidents, meetings and agreed actions.</b></p>	Loss of privileges as appropriate: <ul style="list-style-type: none"> <li>Separation from main peer group</li> <li>Delay in arrival/departure from school</li> <li>Lunch time exclusion</li> <li>Fixed-term exclusion</li> </ul>
<b>Bullying not resolved</b>	<ul style="list-style-type: none"> <li>Where appropriate, an Early Help Assessment (EHA) is completed for the bully and/or the victim</li> <li>Outside agencies such as the Frome Learning Partnership's Team Around the Family/Child (TAF/TAC) team, Educational Psychology and/or Parent and Family Support Assistants (PFSAs) are called in to provide support.</li> <li>Parental involvement continues with agreed actions, sanctions and regular review meetings.</li> <li>In class support continues.</li> </ul> <p><b>The Headteacher maintains a detailed log.</b></p>	Loss of privileges as appropriate: <ul style="list-style-type: none"> <li>Separation from main peer group</li> <li>Delay in arrival/departure from school</li> <li>Lunch time exclusion</li> <li>Fixed-term exclusion</li> <li>Permanent exclusion</li> </ul>

If the bullying is severe, stages 1-3 may need to be contracted.