

# The Oval School



## Anti-Bullying Policy

---

Date Ratified: July 2016

Signed by: C C Hayes  
On behalf of School Governors

Signed by: R K Chahal  
Headteacher

Review Date: July 2018

## **Anti-Bullying Policy**

All staff are responsible for dealing with any bullying behaviour. We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying.

At The Oval we do not tolerate any name calling or disrespect to others, both in school and at home, because of race, gender, class, culture, belief, disability or sexual orientation.

Bullying can be physical, verbal or emotional by a single person or group of children. Incidents of bullying can include repeated:

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching / kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work and equipment
- cyber-bullying e.g. text, Facebook, MSM etc (see E-Safety Policy)
- homophobic bullying

Bullying can be 'indirect'. This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Reasons for being a victim may be:

- race / gender / class / culture / belief / disability / sexual orientation
- new child in school
- child with family crisis
- disability – or difference of any kind

These are likely to be children who are not assertive ie timid and unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside a group. Reasons for being a bully may be:

- the child themselves has been a victim of violence
- enjoyment of power / creating fear
- copying behaviour that they have witnessed at home or on television

It occurs in children from all backgrounds, cultures, races, sexes, from nursery to sixth form or adult. Early signs of discuss could be:

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness / anxiety / fear
- late arrivals
- bed wetting and other signs noted in special needs policy

### **Framework For Anti-Bullying Campaign**

Prevention is better than cure so:

- encourage the caring and nurturing side of children
- we aim to develop emotionally literate classrooms and we use regular circle time
- work for a caring, co-operative ethos (home, paired, group work)
- discuss friendships
- ensure adequate proactive supervision in playgrounds
- positively encourage caring and actively discourage bullying
- have regular circle time to discuss issues

Curriculum lessons, including PSHE / Circle Time / Anti-bullying themed weeks for example, promote positive behaviours and the caring and nurturing side of children. Children are encouraged to support each other and encourage any children they think may be being bullied to tell a member of staff.

Recognise the difference between bullying / bossiness and bullying / boisterous behaviour as follows:

<b>Bullying</b>	<b>Bossiness</b>
Focused on younger, smaller and timid children increasingly relying on threat and force.	Bossing whoever is around at the time.
Wilful conscious desire to hurt, threaten and frighten.	Usually grows out of it as they mature and learn social skills.
Spoiling other children's activities, showing violence and hostility.	More natural uncontrolled – not vindictive – high spirits, not unfriendly.
Rough and intimidating behaviour.	

### **Working With Parents**

Don't give permission for bullying by saying:

- you must have done something to deserve it
- go and hit them back
- don't be a wimp
- boys will be boys
- it will sort itself out
- it is part of growing up
- got to take it like a man
- must learn to look after themselves
- don't tell tales (if it proves to be a consistent complaint)

### **Formal Procedures**

The first incidence of bullying:

- recorded
- parents informed
- class teacher and Behaviour Co-ordinator deals with incident
- following policy a warning is given
- risk assessment will be completed

The second incidence:

- parents invited to meeting with headteacher / senior member of staff
- letter home detailing outcome of meeting
- privileges removed
- record kept
- Behaviour Co-ordinator to work with child

The third incidence:

- fixed-term exclusion
- parents meeting regularly
- other agencies involved
- weekly Behaviour Co-ordinator behaviour monitoring

Persistent severe bullying will be dealt with by the Headteacher and may lead to permanent exclusion.

### **Formal procedures for racist behaviour :**

- all incidents to be reported to the Headteacher on the day they happen
- all incidents to be recorded
  - first incident – letter home and a warning
  - second incident - exclusion
  - any further incidences – Headteacher to take further action

## **Formal Procedure For Complaints**

For all part-time and full-time staff:

- all complaints go to the class teacher in the first instance, the class teacher will inform Behaviour Co-ordinator and appropriate action taken. The BeCo will share information with the Headteacher or senior staff
- record all incidents and discussions with all children involved – check children statements with pupils – file and keep and log and date
- involve parents and explain action taken, why and what they can do to reinforce and support. Send report to parents
- BECO is Ms C Burns

## **Informal Procedure**

- stress that watching and doing nothing is not supporting
- be aware and tackle any racist or sexist language ie equal opportunities policy
- give support to both victim and bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying
- reward non-aggressive behaviour in school
- follow up procedures to support victim and prevent re-occurrence
- make clear to parent unacceptability of bullying ie no 'hit him back' attitude
- use peer group pressure and approbation and disapproval (SEN policy and Behaviour policy)
- help children to see other point of view – how would you feel if . . .? Make them aware of newcomers / loners or shy children
- in-service training / discussion / staff conferences

