



Springfield Primary School ANTI-BULLYING POLICY

Date agreed by Governors: April 2015
Date for renewal: Spring 2018

Bullying

All aspects of bullying are completely unacceptable at Springfield Primary School.

Bullying behaviour may be shown as;

- **Persistent behaviour** that is intentionally designed to intimidate or humiliate.
- **Persistent intentional** physical harm or threat of physical harm.
- **Persistent extortion**—as in making demands for money, goods or favours.
- **Persistent name calling or teasing** including that of a racist nature.
- **Persistent exclusion**—deliberately leaving someone out of an activity with the intention of causing that person distress.

Through class discussions, assemblies, circle time sessions and our P.S.H.C.E. policy, all the staff aim to foster an environment where concerns about bullying or harassment can be raised by children, parents or staff in a non-threatening atmosphere, knowing that issues can be discussed and that a sympathetic response will be received. (see Appendix 1 and 2)

Action

1. The class teacher will discuss the incidents with the children concerned.
2. If the 'bullying' persists, **the teacher will inform the Head Teacher and arrange a meeting with the parents of the child doing the bullying**, and discuss ways forward.
3. At the same time, **the parents of children being bullied will also be informed of the action that is being taken** to support their child. This will include being offered the support of a named adult, and/or a Playground Friend to be a 'buddy' at break times.

4. If there is no improvement in the child's behaviour, the Head Teacher is informed. She, in turn, will arrange for meetings with both sets of parents in order to discuss the way forward.
5. Strategies may include the support of outside agencies where appropriate.
6. If the bullying persists, fixed term exclusion may be considered.
7. The county's exclusion guidelines will be followed.
8. The ultimate consequence of continual bullying despite support from parents, school and relevant outside agencies may well be a permanent exclusion from Springfield.

For monitoring purposes, the Head Teacher should be kept informed of all bullying incidents and actions taken using the relevant form. See appendix 3

- If parents have reason to believe that their child is being bullied they should immediately arrange to speak with their class teacher.
- If, after a reasonable amount of time has lapsed, parents feel that the issue has still not been resolved, they should call at the main office and make an appointment to speak with the head teacher.
- Likewise, if after a reasonable amount of time has lapsed, the parents feel that the strategies put in place by the head teacher have not resolved the issue, they should contact the chair of governors, Ann Robertson, via the school office.
- Procedures according to the Complaints' Policy will then be followed.

Signed (on behalf of the governors:

Date:

Appendix 1 - What is bullying?

Intentionally ...

- Causing distress and upset
- Silent bullying - subtle underlying atmosphere
- Hurtful language
- Repetitive abuse of a person's rights
- Takes a number of forms - verbal, physical, body language, isolation, tampering with possessions, extortion, gestures
- Systematic, sustained threatening behaviour
- All groups can be bullied and harassed - it takes place wherever there are groups of people
- Can be difficult to identify
- Unjustified aggressive behaviour
- Is influenced by the media
- Is not always obvious - non-verbal behaviour
- Is about power and fear
- It is deliberate
- Can be occasional or persistent
- Perceptions of bullying vary from child to child
- Harassment is the same as bullying but tends to refer to the adult world
- Is persistent behaviour towards an individual making him/her feel constantly uncomfortable and unable to respond effectively
- Is influenced by group pressure
- Bullying is when the victim feels bullied
- Blackmailing
- Manipulating

Appendix 2 - How does it affect the victim?

- Loss of self-esteem - feeling of powerlessness
- Isolation
- Depression and anxiety
- Feeling of hopelessness
- School refusal
- Fear
- Feeling of inevitability
- Feelings of guilt
- Loss of performance
- Low morale
- Angry and frustrated
- Insecure and unsafe

Appendix 3 – Incident Sheet for Recording Bullying Behaviour

Incident Sheet for Recording bullying Behaviour
Springfield Primary School

Name of pupil being bullied and class

Name _____ Class _____

Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Source of bullying concern/report
(tick relevant box(es))

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

Location of incidents (tick relevant box(es))

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>
	<input type="checkbox"/>

Name of person(s) who reported the bullying concern

--

Type of Bullying Behaviour

--

Brief Description of bullying behaviour and its impact

--

Details of actions taken

--

Signed _____ (Head Teacher) Date _____