



Downham School **Anti-Bullying Statement**

Statement of Intent

Every person in Downham School has the right to learn and work in a caring, friendly and safe environment that is free from harassment and discrimination. Bullying of every kind is unacceptable in Downham. It is our aim to develop an environment where pupils feel secure in the relationships they have and are able to let an adult know about bullying and know that an incident will be responded to quickly and effectively.

Aims of this document

- That it promotes understanding of what bullying and bullying behaviours are for all staff, pupils, parents and carers and governors.
- That all staff, pupils, parents and carers and governors should know what the school policy is with regard to bullying and that they fully understand the steps that need to be taken when an incident is reported.
- That the steps are clearly laid out, shared and followed for every incident.
- That all pupils, parents and carers should know what to do and to whom to go for an incident of bullying.
- That rights and responsibilities with regard to anti-bullying are made clear.
- To reiterate that Downham School takes bullying seriously.

What is bullying?

Behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group socially, physically or emotionally.

All bullying and bullying behaviour has the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- it is difficult for the target of bullying to defend themselves against the negative behaviour;
- it occurs within an inter-personal relationship characterised by the imbalance of power.

Bullying can be divided into the following:

- Physical
The use of the body or an object with intent to make another feel threatened or intimidated; including assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, punching, stabbing, burning, spitting, blocking i.e. preventing movement through an access point.
- Verbal Any words (racist, sexist, homophobic, disabledist etc) used in an aggressive or sexual manner designed to hurt or cause offence. In addition any comments about size, appearance, clothing, odour, academic ability or other abilities, home life, social circumstances, financial circumstances, spreading rumours, sarcasm, name calling or teasing.
- Written Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another (see also cyber-bullying).
- Interference with another individual Theft, extortion, vandalism, defacing of property, ruling games or blackmail.
- Psychological pressure/emotional Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressuring friendship groups, hiding books or equipment.
- Cyber bullying Abuse of all areas of the internet, emailing or texting about a person or to a person, happy slapping or inappropriate blogging, defacing or corrupting others 'work', misuses of technology e.g. camera and video facilities.
- Racist bullying Name calling, incitement, racist taunts, graffiti, gestures, making comments about a person's country, culture, religion or appearance.
- Homophobic bullying Name calling, making hurtful comments because of, or an assumption about, a person's sexual orientation, commenting or slandering parents or other relations/friends, spreading rumours and the threat of outing, emotional blackmail.

Signs of bullying

How to spot bullying incidents at school

- Sudden changes in behaviour or demeanor of pupils near to others
- Sudden gatherings or obvious movement of pupils in similar directions
- Sudden dispersal of groups of pupils when staff approach
- Untidy clothes
- Increased evidence of heightened tensions e.g. pupils look cagey, are embarrassed, shout, make poor eye contact and are wary of staff
- The pupil regularly arrives early/late at school or to the lesson
- The pupil makes excuses not to go to certain areas or classes
- Attendance is poor. May follow a specific pattern throughout the week.
- Delay in the pupil leaving the lesson, offering to do odd jobs etc.
- The pupil may loiter at the staff room door or other safe places at break times
- The pupil's attitude to school/ lesson/teachers/staff may change.
- The pupil may truant.
- The pupil doesn't want to go to school, use public transport/school bus
- The pupil is frightened of walking to or from school
- Changes to their usual routines
- The pupil starts to lack confidence
- The pupil attempts/threatens suicide
- The pupils cries themselves to sleep and/or has night/mares
- The pupils starts to stammer
- The pupil asks for/steals money
- The pupil comes home hungry
- The pupil starts to bully others
- The pupil makes themselves sick
- The pupil is frightened to say what's wrong
- Sudden changes in achievement

Much bullying can be performed in very subtle ways and those who exhibit bullying behaviours are frequently adept at changing the emphasis of a situation when a member of staff approaches. Some young people who bully are socially highly skilled and popular and may not know that their behaviour is that of a bullying nature. These situations are exacerbated by the fact that many young people being bullied believe that it is their fault and become very fearful of speaking to members of staff or other adults.

Procedures

- Speak to a teacher or other adult
- The Staff will record as much information as possible about the incident including action taken.
- Parents may be involved at any stage.

Outcomes

- The person carrying out the bullying behaviour may be asked to apologise.
- Other ways of dealing with the incident are:
 - Circle time
 - Buddying
 - The seven step approach (No Blame)
 - Restorative Justice
 - Exclusion
 - fixed term
 - permanent
 - Shared concern model

Effective features to combat bullying are:

- A strong ethos in the school to promote tolerance and respect, including respect for difference and diversity.
- Positive leadership from senior staff and governors on how bullying is to be dealt with within overall policy on attitudes and behaviour.
- Periodic consultation of pupils to find out what bullying occurs, when where and by whom.
- Safe play areas, or quiet rooms for younger pupils or those who feel threatened at break times.

- Ways of breaking down age-group stratification, for example through buddy systems, mixed age tutor groups and out-of-school clubs run by older pupils for younger pupils
- Independent listeners, including older pupils and adults other than schools staff, to whom victims of bully may turn.
- The involvement of pupils in procedures dealing with instances of bullying through 'Circle of Friends', peer mediation and other schemes.
- Provision of follow-up with the victims of bullying and bullies themselves.
- Appropriate use of statistical evidence to target support for identified individuals and groups.

Anti-bullying strategies in Downham adopt a whole school approach and also look at:

- Building emotional resilience
- Building empathy
- Building self esteem

We will respond to local issues within the school and local community, e.g. issues arising outside school but where the school can play a part in resolution, and to surveys of pupils which raise bullying or intimidation as an issue.

We at Downham also recognise the distinction between bullying and other aggressive and violent behaviour.

We promote positive behaviours by the application and consistency of approach to rewards and sanction that are suitable to age, maturity and understanding of the individual.

Downham also trains staff to enable them in the modelling of positive behaviours, relationships and dealing with difficult situations.

Signed.....

Date.....