

Policy on Anti-Bullying

Rationale

As a staff, we make it a priority to ensure children and adults feel happy, safe and secure at school.

This policy should be used in conjunction with the school's policy for safeguarding which details child protection procedures.

Aims

Our principal aim is to establish a school ethos that promotes the shared value that bullying is anti-social behaviour and is unacceptable. We will encourage good behaviour and positive attitudes to school which will allow both children and adults to learn in a caring, supportive and safe environment.

Bullying is unacceptable and will not be tolerated by adults, and children at our school. It is through this policy, we can address the issues that bullying causes and we can allow the children to fully benefit from opportunities available at school. Improved attendance, attainment and self esteem will be achieved by those children who feel safe in school and who are allowed to fulfil their potential.

Definition

Bullying is defined as deliberate hurtful behaviour, by an individual or a group usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally. Bullying involves an imbalance of power where it is difficult for those being bullied to defend themselves.

Bullying is not when two children of about the same strength or stature have a fight or quarrel, even if one wins. It is not when one child is nasty to another child on one occasion and it is not a single 'one off' incident.

There are eight main types of bullying:

- **Physical** (hitting, kicking, theft)
- **Verbal** (name calling, insulting, offensive remarks)
- **Indirect** (spreading rumours, excluding someone from a social group)
- **Cyber** (using computers or mobile phones to intimidate or humiliate others)
- **Homophobic** (any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender)
- **Racist** (any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin)
- **SEN/Disability** (Any hostile or offensive action against people because of their special educational needs or disability)
- **Sexist / Gender** (Any hostile or offensive action against people because of their sex)

Objectives

Children will be taught strategies to deal with situations with the emphasis on what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.

- In lessons, children are taught the difference between bullying behaviour and bossy or boisterous play. All children are encouraged to help make the school a 'telling' school, and to develop a range of strategies for supporting one

another, including using their friendship and communication skills. The reasons why people use bullying behaviour are explored, with a range of strategies to support them in making other choices. Children will have the opportunity to review the social, emotional and behavioural skills which they have studied and can use in relation to bullying (as someone who is bullied, as a child who uses bullying behaviour and as a witness). Empathy and responsibility remain key themes, and children will have opportunities for using problem-solving skills. Children will be taught about values, respect and responsibilities. There will be opportunities for discussion, reflection and reinforcement of routines throughout the year.

- As a school we give children opportunities to analyse bullying situations within well-resourced PSHE/RHE lessons that have been carefully planned by Discovery Education. In all year groups, we teach children strategies to deal with situations they may find themselves in as well as reminding them of what bullying means and the ways in which people might face bullying at different times of the year. There is a whole school focus on bullying during National Anti-Bullying week, which takes place in November where children participate in activities that provide them with the information and vocabulary necessary to better understand what bullying is and how it impacts those being bullied. Assemblies linked to SEAL (social and emotional aspects of learning) and Anti-bullying take place throughout the year. There is a special emphasis on Anti-bullying during assemblies in November.
- Children are encouraged to tell an adult if they witness or are involved in any incidents of bullying. The class teacher, achievement leader or behaviour teaching assistant will respond to reports of bullying and investigate situations as they occur, providing reassurance and guidance for the children concerned. Support will be given to those who have been bullied, for example, discussing the experience, reassuring the child that something will be done, restoring self esteem and the teaching of assertive techniques such as 'fogging' where children are taught to deal with name calling assertively.
- If parents feel their child has been involved in a bullying incident, they should contact the school immediately and speak to the class teacher or behaviour teaching assistant, who will investigate the incident and keep parents informed of the outcome.
- The school acknowledges that incidents of bullying may originate both inside and outside school. Those incidents occurring inside school are dealt with in line with this policy. Those incidents occurring offsite the school will seek to work with the families and other appropriate agencies to bring about a resolution.
- Any child who is found bullying will be seen by their achievement leader, assistant head teacher, deputy head teacher or head teacher, who will investigate the situation. Various sanctions are in place in school to deal with incidents of bullying. Children who bully will also be supported by the behaviour teaching assistant through some of the SEAL values such as discussing their feelings and attitudes, learning how to promote good social relationships and work to improve their self esteem.
- Records of incidents of bullying will be kept by the behaviour teaching assistant. All parties involved in bullying will be interviewed and the outcomes will be recorded. Class teachers and parents will be informed. In class support procedures will be put in place for all parties as outlined above.

What you can do as a parent:

- Watch for signs of distress in your children, especially if they are reluctant to attend school for any reason, have a pattern of illness, ask for more pocket money or have torn clothes or bruises.
- Talk to them about their friends and who they play with.
- Contact the school immediately, and speak to the class teacher or behaviour teaching assistant if you suspect bullying has taken place. Please do not approach another child or family yourself.

- Keep a note of dates and times of the bullying so it can be used as a reference.
- Reassure your child that by telling you, they have done the right thing and that the teachers at school will investigate the incident.

What you can do as a member of staff:

- Watch for early signs of distress in pupils
- Listen carefully and record all incidents
- Offer the child who has been bullied immediate support and help by putting the school's procedures into operation (see below)
- Make clear to the bully and his/her parents that the behaviour is unacceptable
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and home time.
- Use all your pupils as a positive resource in countering bullying

The subsequent steps may be followed in recording incidents of bullying:

- The bully's account should be recorded in writing on the appropriate form by the class teacher and/or Behaviour teaching assistant
- The bullied child's account should be recorded in writing on the appropriate form by the class teacher and/or Behaviour teaching assistant
- The parents/carers of the pupils involved may need to be informed of the incident
- Supportive/restorative/preventative/punitive measures will be used as appropriate and recorded
- All of the above should be placed in the pupils' files

The Anti-Bullying Policy is monitored and reviewed by the PSHEE Co-ordinator on an annual basis.

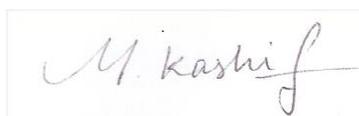
This policy will be monitored and reviewed on an annual basis.

Policy updated: January 2022

Staff responsible: K Shah

This policy was ratified by the Governing Body on: 26th January 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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