



# Castle View Primary School

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## **Draft** **Anti-Bullying Policy – October 2021**

At Castle View Primary School we teach our children the importance of developing and maintaining good relationships with others in order to live happy and fulfilling lives. We teach British values including tolerance and mutual respect and encourage children to celebrate differences and individuality. Very occasionally we have to deal with incidents which are more than just friends arguing or falling out. In some cases we have to deal with bullying, but it is very important that everyone recognises exactly what bullying is.

### **What is bullying behaviour?**

Behaviour which is:

- deliberately hurtful, physically or emotionally
- repeated over time
- difficult to defend against.

There are four main types of bullying behaviour

- physical - eg hitting, kicking, theft.
- verbal - eg name calling, racist remarks, HBT vocabulary and homophobic remarks
- indirect - eg spreading rumours, leaving somebody out deliberately.
- Cyberbullying.

### **What is not bullying behaviour?**

- there is no intention to hurt or harm, i.e. thoughtless or accidental
- there is a one-off fight/argument between pupils of equal stature or strength
- there is a good reason not to include somebody

### **School Responsibilities**

It is vital that school ensures all members of school understand the above types of bullying and are aware of the negative impact of bullying behaviour and how school will deal with incidents of bullying.

- school will identify and investigate bullying behaviour and if the behaviour is deemed to pose a Child Protection concern then the Designated Senior Person will be notified
- school will respond appropriately to all allegations of bullying

- the class teacher will be the key adult in managing any disclosures/allegations. They may choose to refer individual cases to the school pastoral support team, or senior management team
- staff should never ignore suspected bullying, nor make premature assumptions, instead they will listen carefully to all accounts, adopt a problem-solving approach and monitor the situation carefully.

## **Reporting and recording**

All incidents of bullying need to be recorded on CPOMS with detailed account of allegation, investigation and outcome. Staff should speak with senior leadership team and parents should be informed.

## **Investigating possible bullying**

After an allegation of bullying behaviour is made, the most appropriate adult will investigate. They will speak to the victim and ask him/her to describe their account with dates, places, times and names if possible. The pupil should then be consulted about what will happen next.

If the member of staff is satisfied the pupil is not in any immediate danger, measures should be taken to support them for the rest of the day and if necessary until the situation is resolved.

The member of staff will then look into the allegations by talking to other pupils/adults before being able to determine whether the allegations are true or false. Depending on the nature of the bullying incident and the names of the pupils involved, staff will have to decide the most appropriate way to carry out the enquiries.

If allegations are proven to be true contact should be made with the parents of those involved.

## **Responding to a clear incident of bullying behaviour**

In the event of a clear incident of bullying behaviour the school's first responsibility is to ensure the safety of the victim.

- pupils should be kept apart, the victim should be given access to a place of safety
- if pupils cannot be kept apart and pupil safety may be an issue, then a member of staff will be allocated to support the pupil whilst on school premises
- record the incident on CPOMS
- decide if a more senior member of staff needs to deal with the incident
- consider the needs of those involved – explain the procedures quietly and calmly to pupils
- where appropriate, a written account should be made by all parties involved including any witnesses
- inform the pupils that the evidence may be kept on file
- inform the parents and advise them how they can support their child
- if necessary, decide how pupils will be kept safe after the incident and on their return to school the next day
- decide an appropriate response in the short term and the need for any longer-term solutions
- explain clearly to pupils what your actions will be and give as much reassurance as possible to allay any anxieties. This is necessary for all pupils involved.

## **Responding to an extremely serious violent incident**

### **IMMEDIATE ACTION**

Assess safety of self and others and if necessary follow first-aid procedures and call ambulance and/or police if required.

- consider the needs of those involved – explain the procedures quietly and calmly to pupils
- collect witness accounts
- complete LEA Serious Incident Log
- decide whether the police and/or other agencies should be involved
- consider disciplinary action
- contact parents
- arrange for safety of the victim for the rest of the day (if staying in school), the journey home and the return to school

### **Monitoring and Evaluation**

The member of staff who dealt with the situation will continue to monitor the behaviour / effectiveness of the work undertaken to prevent further incidents and support those involved, over a period of time until all parties are happy that this is no longer required.

The success of whole school approaches to bullying are monitored by regular liaison with class teachers and through responses from the children on annual Pupil Attitude Questionnaires to how safe they feel in school.

### **Preventing Bullying at Castle View Primary School**

One of the most important preventative strategies to guard against bullying behaviour is the ethos and culture of the school. A warm, friendly, welcoming school where pupils and parents feel valued and listened to is in itself a strong preventative measure. In a supportive atmosphere where pupils learn to take individual and group responsibility for their own and each other's welfare, bullying behaviour can more easily be identified and addressed.

It is also important to support the school ethos with planned curriculum opportunities to introduce the subject of bullying behaviour. Inclusion in the curriculum for each year group acts as a reminder to pupils about the high behaviour expectations for good behaviour of the school and also provides opportunities for staff to support pupils through the teaching of personal and social skills and address any safety concerns pupils may have.

### **The Ethos of the School**

Castle View is welcoming and friendly to all pupils and visitors and has good communication throughout the school:

- pastoral systems are known and understood by all
- the anti-bullying policy is known and understood by all
- pupils know who and how to tell

- parents know how to voice concerns and who to speak to
- staff have clear procedures to put into operation when bullying occurs
- any other regular adults visiting the school are made aware of school procedures
- pupils can share their concerns and ideas openly with staff
- pupils are asked to make contributions to school development through PSHE lessons
- staff keep and maintain accurate records

The stakeholders at Castle View enjoy positive relationships:

- the building of good relationships is encouraged between all staff, pupils and families
- all individuals in the school feel valued
- the curriculum is planned to meet the needs of pupils
- the curriculum builds and encourages self-esteem and self confidence
- the development of self-esteem is promoted and given importance throughout the school for both adults and children
- teaching staff create a positive classroom climate throughout the school
- teaching styles promote positive relationships between teacher and pupil
- adults provide models of caring and respectful behaviour
- the school regularly celebrates the achievements of individuals and groups
- the school celebrates diversity within its community
- respect is shown from individual to individual.

Pupils:

- pupils know it is “ok to tell”
- pupils know who and how they can tell
- pupils acknowledge individuality
- pupils have confidence that in telling about bullying or intimidating behaviour, something will be done
- pupils are involved in assemblies on bullying behaviour
- there is opportunity for discussion whilst protecting anonymity
- pupils are kept informed about their concerns regarding bullying behaviour
- the curriculum is designed to help all children understand and address the effects of bullying behaviour
- pupils are supportive of each other
- pupils develop the confidence to say “this is not ok. I don’t like it”

Welfare Staff:

- good relationships are encouraged between welfare and teaching staff
- the welfare staff are made to feel valued by the school and have status within the school community
- procedures to report and deal with bullying behaviour are agreed with welfare staff and clearly laid down

Parents:

- parents know how to contact school and who to tell
- parents can feel assured that confidentiality will be maintained
- parents understand the school procedures for dealing with bullying behaviour
- the complaints procedure is available for parents on request.

## The curriculum approach to anti-bullying

The Aims of a curriculum approach is to raise awareness about bullying behaviour through:

The pastoral curriculum

- defining bullying
- pupil led assemblies
- school code of conduct/ school values
- assemblies.

PSHE

- planned in PSHE Schemes of Work
- delivered through circle time
- core values curriculum.

Other Curriculum Areas

- eg English, RE, PE.

School Activities and Events

- assemblies
- anti-bullying day
- theatre visits.

To increase personal and social skills through a PSHE curriculum which promotes:

- friendship and relationships skills
- empathy skills
- respect for others
- co-operation
- understanding difference
- communication skills
- problem solving
- coping skills
- assertiveness skills
- conflict resolution
- dealing with anger
- co-operative group work
- decision making skills
- safety education
- understanding assessing risk
- emotional development.

To build and maintain self-esteem by:

- the PSHE curriculum
- school rewards system
- celebrating achievement
- giving pupils a voice

- values based curriculum.

To build empathy and understanding through:

- the culture of the school in particular in classroom climate
- developing emotional literacy
- through drama, role play, literacy
- creative writing, personal and imaginative accounts
- co-operative group work
- developing problem solving skills
- developing tolerance
- developing and enhancing communication and listening skills
- examining spiritual and moral attitudes, values and beliefs
- developing and understanding social justice.