



Anti-Bullying Policy

Vision and Values

'Every child will be a confident, resilient and lifelong learner with strong foundations to succeed and achieve their full potential.'

Our core values of 'pride', 'collaboration', 'understanding' and 'aspiration' underpin everything we do and help create a culture that puts children first, and where staff and pupils strive to keep getting better.

Aims

We aim to produce a safe and secure environment where all can learn, and where measures are in place to reduce the likelihood of bullying.

Specific aims are as follows:

- To define bullying to ensure that everyone, all staff, children and parents, know what counts as bullying and how it affects others.
- Everyone in the school takes responsibility for combating bullying.
- To devise strategies for coping with bullying.
- To minimise the occurrences of bullying.
- To monitor the incidences of bullying.
- To assist staff in coping with bullying.
- Victims feel protected and supported.
- Those engaged in bullying are encouraged to change their behaviour and their attitudes about bullying.
- The bully will offer an apology and other appropriate consequences may take place.
- If possible the pupils will be reconciled.

Definition

Bullying is behaviour, usually repeated over time, which intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others. Bullying can be emotional, physical, homophobic, verbal, racist, cyber or sexual. We respect all children regardless of age, gender, race, sexual orientation, culture or disability. They have a right to be safe and free from bullying in our school.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messenger); sending offensive or degrading messages

by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

Bullying is not: accidental, falling out and getting upset with each other or when a person responds poorly because someone has been hurtful to them.

Sometimes we have fallouts, disagreements, time apart or we might not be getting on together. Sometimes we want to play with other people, sometimes we might not mean to upset each other but it happens, and we might not have realised or it might not be something we could have avoided. Sometimes someone might say something that makes us feel upset. This is all part of life and helps us work out how to solve problems and learn to get along with lots of different people, even though at the time it might feel upsetting - this could be bothering behaviour, rather than bullying behaviour.

Methodology

The code of conduct and the behaviour and relationships policy both stress the rights of the individual child and they should be adhered to in school. There needs to be a positive approach towards a caring atmosphere in the school and in each classroom, which develops praise and encouragement and in which the emotional needs of each member of the school community are acknowledged. Each child should feel that they have qualities and strengths that are valued and accepted and individual differences are recognised and celebrated. The school should maintain a clear stance against intolerance and prejudice.

Time needs to be made available in each class for regular discussions/circle time, to enable children to share their feelings in a safe environment where children can learn to cope with problems in less anti-social ways.

Opportunities should be given to help children develop confidence to learn how to take responsibility in their lives and to develop the skills of assertiveness through role play and drama.

Children have access to a worry box, where they can air their concerns and worries in confidence. This will then be dealt with by with a trusted adult. Children know that their concerns will always be followed up.

Strategies for Coping with Bullying

Building self-esteem is crucial to the development of a supportive atmosphere. Each child should feel that he has qualities and strengths that are valued and accepted. Individual differences should be recognised and celebrated. In a supportive atmosphere children will gain confidence in themselves. This enables them to be assertive rather than aggressive in their relationships.

Learning approaches outlined in our school policies should serve as guidelines. Alternative groupings of children and classroom structure with suggestions offered by children should be considered. We aim to create a positive ethos, with an expectation of good behaviour at all times.

Praise and encouragement should be given for social qualities, attitudes, manners and strengths displayed, not just for work done well.

Time needs to be made available for children to discuss their feelings about their different experiences as a group or as individuals. This complements our trauma-informed relational approach linked to 'Zones of Regulation'. Discussions should outline ways of dealing with these feelings e.g. what makes us happy, sad, afraid, anxious? How can we resolve conflicts?

Feelings of fear and inadequacy are common to the victim, bully and spectator. Bullying represents a way children are learning to pattern their behaviour to deal with certain feelings. Everyone concerned sees this pattern and is affected by it. We strive to teach children a way of behaving that is not harmful to themselves or others.

Methods for Changing Behaviour Patterns

Developing co-operative qualities and the understanding that the quality of their relationships is crucial to their well being and they must work at building friendships by:

- Learning to listen and consider other people's opinions and feelings.
- Learning to share.
- Learning to compromise.
- Learning to understand and accept other people can think differently.
- Learning to support friends and adults and care for them.
- Learning to take responsibility for their actions-to help things work better.
- Learning to co-operate in games and group work.

Discussion of problems and how to cope with them – give them responsibility for making changes so they are in control by:

- Discussing anti-social behaviour.
- What is bullying? Children give their opinions.
- Why is it not acceptable? Important to criticise the behaviour not the person – that person can still retain their self-worth.
- How can we deal with it? Ensure children know we are supporting them.
- Consider the role of the spectator.
- What if it reoccurs? Discussion of school sanctions.
- All incidents of anti social behaviour and bullying to be reported, discussed and solutions put forward.

Assertiveness Training given through:

- Learning to negotiate rather than fight to resolve conflict.
- Learning about their rights as individuals.
- Learning to say No.
- Learning to take responsibility for their own lives.
- Developing the confidence to assert own values, opinions and standards.

Role play and drama can be used to act out incidents from child's own experience by:

- Discussion of feelings.
- Prediction of outcomes.
- Altering behaviour to a more acceptable form, re-enact scene with different behaviour to experience what might change for the better.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing and sharing our policy.
- We have Anti-Bullying Ambassadors across Key Stage 2 who are there to listen to and support pupils from across the school.
- Using assemblies, themed days and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. Personal Development, social and emotional learning programmes, circle time, peer mediation and Playground Leaders.
- Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt.
- Report safeguarding concerns to Designated Safeguarding Lead.
- Provide assurances to children that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. Personal Development, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

We Strive to

- Create the right environment for positive relationships to flourish.
- Ensure children do not feel afraid or ashamed to relate their experiences.
- Parents are advised to inform school if their child has been bullied, or threatened, or hurt by another child.

- Teacher to listen to the child and offer support whilst addressing the situation.
- All bullying incidents are logged, indicating the date, time, place and details of the incident.
- Parents of bullies are informed about the incident and any resulting decisions.
- A follow up procedure is set up to deter further incidents.
- Consequences and sanctions should be discussed on an individual basis.
- School contract, Code of Conduct needs to be reinforced on a half term/termly basis.
- Bullying should be addressed through Personal Development and drama.

Reporting Bullying

In our school pupils and parents are encouraged to talk to staff (teachers in the first instance) when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Playground Leaders and Anti-Bullying Ambassadors
- Using the 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.
- Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.
- Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.
- When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children and adults as far as possible in finding solutions.

Monitoring and Evaluation

There will be continual monitoring of the level of bullying in school. The following questions need to be asked:

- Has the ethos and culture of the school improved?
- Has the level of awareness been raised?
- Have attitudes altered?
- Has the incidence of bullying decreased?

All bullying (and individual behaviour incidents) are recorded and monitored using the software application (CPOMS).