

Anti-Bullying Policy



ANTI-BULLYING POLICY

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Rationale

In line with the Positive Behaviour Policy, this document reflects the importance the school places on promoting positive behaviour and ensure the safety of pupils and ensure their well-being. The establishment of open and transparent relationships with trusted adults, is key in enabling children to feel safe in the school environment, and therefore report concerns or incidents of bullying.

This policy should be read in line with other policies such as:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- PSHE

Our Aim

Our aim is to help all our pupils to:

- ❖ Ensure children and adults within school have a common understanding of what bullying is
- ❖ Minimise all forms of bullying which can include online, child on child abuse, racism, homophobia, sexism or harassment
- ❖ Communicate clearly to children and parents the Sandylands response to bullying
- ❖ Enable a culture where the whole school community is against bullying
- ❖ Continually work to maintain a warm and engaging atmosphere in school

The relationship between pupils and school staff is based on mutual respect and consideration. The positive ethos of our school will be maintained by pupils, parents and school staff showing mutual consideration and respecting our school rules. We also try to adopt a positive attitude to those pupils who find this idea unfamiliar or difficult to accept.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms for instance:

- cyber-bullying e.g. via text messages, the internet, gaming or social media (also see Online Safety Policy)
- verbal e.g. name calling, threatening language etc.
- psychological e.g. excluding an individual from a group, refusing to talk to someone, refusing to acknowledge someone
- physical e.g. hitting, kicking, grabbing, taking property
- is often motivated by prejudice against particular groups,

- religion,
- gender,
- sexual orientation,
- or because a child is adopted or has caring responsibilities.
- motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our school's first priority but we are aware that emotional bullying can be more damaging than physical; our school will make judgements about each specific case.

Child on Child Abuse

Child on child abuse is defined in the school Safeguarding and Child Protection Policy. Bullying is a form of child on child abuse, although there are other forms as well. Child on child abuse is unacceptable and is treated with zero tolerance.

Where there is evidence of child on child abuse, both the procedures and processes outlined in the Safeguarding and Child Protection Policy and Behaviour and Discipline Policy will be adhered to.

Prevention

At Sandylands we acknowledge that bullying does happen from time to time and it would be unrealistic to claim it doesn't. We ensure we are aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. A variety of teaching approaches are used to ensure we choose the method that will work best for our pupils, depending on the particular issues they need to address.

Sandylands has an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. We use our Values Education themes to develop the children's emotional vocabulary and understanding of the value of all aspects of their education. All adults and children in our school have a clear understanding of how our actions affect others; this permeates the whole school environment and is reinforced by staff and older pupils who set a good example to the rest.

Roles and Responsibilities

Headteacher:	Allison Hickson
Chair of Governors:	Kirstie Banks-Lyon
SENCO and Pastoral Lead:	Liz Wildon
Inclusion Workers:	Nicola Miller, Rachel Whitehead, Lee Roberts and Tom Woods

Phase Leaders:	EYFS: Jen McLaren KS1: Penny Lupton LKS2: Gavin Goulds UKS2: Angela Cokell
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Good behaviour, and therefore the strong ethos of reducing and diminishing bullying within school is a shared responsibility between pupils, parents and the community, school staff and outside agencies.

Pupils

We aim to teach children to take responsibility for their own behaviour and achievements. Through teaching of PSHE and wider curriculum subjects, through diversity and citizenship, it is hoped that there are strong relationships between children and trusted adults, so that children know who they can report concerns to, and what to do if they are being bullied or are witnessing a bully.

If a child has concerns about bullying, they should speak to a trusted adult in school. This may be with the support of a peer such as a member of pupil parliament, a class mate or playground buddy. It is reiterated to children that even if they chose to speak to a peer, they need to tell a trusted adult in school.

Staff

All members of staff (teaching and support staff) are responsible for setting the highest expectations of behaviour for all of Sandylands' pupils. Staff are expected to have a common understanding of what bullying is, what processes to follow for different forms of bullying, and how to reassure and support children who may be either a victim to bullying, or a bully to others. It is stressed to staff that the whole school community needs to act on the strong ethos of positive behaviour in school, and therefore minimise all forms of bullying.

Parents and the Community

Sandylands recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. As per the Positive Behaviour policy, when appropriate, parents will be contacted and invited to discuss concerns of bullying either if a child has been targeted or if a child is being a bully. It is strongly recommended that parents contact the school if they have concerns and not to contact another parent or child directly.

If a parent has any concerns about their child, they should speak to a trusted adult in school:

- Class Teacher

- Phase Leader
- Member of Senior Leadership Team
- Deputy Head or Head Teacher
- Member of the Safeguarding Team
- Member of the Inclusion Team

Anti-Bullying Code

In our school pupils are encouraged to talk to staff 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 in the following ways:

If you see or know of someone being bullied:

- DO let a teacher, staff member or other trusted adult know
- DON'T join in

If you are a victim of bullying:

- TELL a teacher or another adult in school
- TELL your family
- TAKE a friend with you if you are scared to tell someone by yourself
- KEEP telling people until someone listens
- DON'T blame yourself for what has happened

Whole School Strategies

There are a number of strategies we use that underpin our ethos and curriculum to minimise bullying in school. These include:

- A regular programme of PSHE work will support this policy. Our curriculum works alongside Jigsaw which children about their rights and how to seek help. Key messages are supported in classrooms.
- There will be regular teacher / class discussion, e.g. during circle time, dealing with friendship / playtime issues.
- Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying.
- Children will be taught explicitly about what bullying is and what bullying is not
- A comprehensive online safety programme is in place, alongside Education for a Connected World
- We teach Values Education to promote children to engage with learning and aspirations to be confident members of the school community
- In addition to messages conveyed by the school, we will also involve organisations such as the NSPCC to carry out work through assemblies and workshops.

- Displays around the school actively promote awareness of diversity and positive attitudes towards each other
- Clear procedures for pastoral support and referral systems are used throughout school

Where an incident of bullying does occur, the following steps will be taken.

1. Staff will respond calmly and consistently to allegation or incidents of bullying.
2. It will be communicated with the class teacher and the phase leader if not already involved
3. School will act quickly to minimise any negative impacts of bullying
4. The school will protect and support all parties whilst issues are resolved
5. Initially staff will listen and speak to all children involved in the incident separately
6. Encourage the child to speak out about concerns and provide assurances that the concerns have been listened to and action will be taken
7. Parents of the children involved will be informed
8. Appropriate action will be taken quickly to end the bullying behaviour.
9. Staff will reinforce that bullying is unacceptable. This may include sanctions as outlined in the Positive Behaviour Policy.
10. A reflective and restorative approach will be taken to ensure a positive outcome is reached. A 'safety plan', 'care plan' or 'action plan' may be written up. Expectations will be made clear:
 - Where the child should be at specific times of the day;
 - Who they should report to, and when;
 - Who they should keep away from;
 - What are the arrangements for beginning/ending of day, transition between lessons and playtimes/lunchtimes
11. It is understood that often children who are bullying others, are a victim of bullying themselves or other forms of treatment that has caused them to behave in a certain way.
12. Work will be done with the instigator to help them understand and change their behaviour including investigation into any underlying reasons for bullying or unmet needs
13. In serious cases, parents will be invited in for further discussion and next steps. This would be with the class teacher and a member of the Senior Leadership Team.
14. After the incident has been dealt with, each case will be monitored and where necessary, support put in from a family link worker
15. Appropriate records to be kept of all meetings, actions and discussions.

Record Keeping

Good quality record keeping is important to identify patterns and to make links with historic incidents. The school uses CPOMS (an electronic recording system to record behaviour related incidents). Senior Leaders and Designated Senior Leads for Safeguarding analyse records within this system to identify trends and patterns.

When recording an incident it is expected to record

- Name of children involved (initials)
- Date and time
- Which staff members have been informed
- When parents have been informed
- The nature of the incident and possible impact
- Any additional relevant details e.g. parental views
- Actions taken and possible next steps
- Records of relevant files e.g. meeting minutes, action plans, safety plans

It the first instance, an incident may be reported to a member of the Senior Leadership Team verbally, but then must be written up and recorded at the next available opportunity.

Linked Policies

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Online Safety Policy
- Values Education Statement
- British Values Statement
- PSHE Policy
- Complaints Procedure
- Inclusion Team Overview
- SEND Policy