

# Shavington Primary School



## Bullying Prevention Policy

## 1 Introduction

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Section 89 of the Education and Inspectors Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the schools behaviour policy, which must be communicated to all pupils, school staff and parents. The Education Regulations 2014 provide that bullying at school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti bullying strategy.

Shavington Primary School have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

We also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Bullying behaviour may include, but is not limited to:

**Physical** – pushing, poking, kicking, hitting, biting, pinching etc.

**Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling

**Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion

**Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

**Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.

**Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

**Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This

language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

A separate e-safety policy covers the safe and appropriate use of the Internet and other communications technologies in the school.

## **2 Aims and objectives**

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**2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, developing a school ethos in which bullying is regarded as unacceptable.

Shavington Primary School aims:

- To engage, inspire, excite and motivate
- To celebrate success and learn from mistakes
- To encourage challenge and risk taking to develop an enquiring mind
- To provide opportunities for all kinds of learning experiences that impart knowledge creatively and develop the skills of lifelong learning
- To lead by example as learners who recognise and respond to the needs of all children.

Our Mission Statement: To provide a nurturing culture which celebrates and develops individuality through a love of learning providing opportunities for all to achieve their full potential as active global citizens.

**2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We will always strive to encourage children to talk openly and in confidence about their fears and experiences and those of their peers. Children must feel they are being listened to, taken seriously and that action will be taken.

**2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

**2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

**2.5** Bullying that targets a particular group of children will not be tolerated.

**2.6** The emphasis of this policy is on prevention rather than solely dealing with bullying incidents. Prevention is approached in three ways:

Heightening the awareness with staff, parents and pupils.

School's approach to Behaviour and Discipline. (Please see the schools behaviour policy)

Through curricular approaches related to work in the classroom.

### **3 The role of the LGB (Local Governing Board)**

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**3.1** The LGB supports the headteacher in all attempts to eliminate bullying from our school. The LGB will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

**3.2** The LGB monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The LAB requires the headteacher to keep accurate records of all incidents of bullying and to report to the LAB on request about the effectiveness of school bullying prevention strategies.

**3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the LGB to look into the matter, in accordance with the Complaints Policy. The LGB responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the LGB notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the LGB.

### **4 The role of the Headteacher**

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**4.1** It is the responsibility of the headteacher to implement the school bullying prevention strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the LAB about the effectiveness of the bullying prevention policy on request.

**4.2** The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.

**4.3** The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

**4.4** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **5 The role of the teacher**

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**5.1** All the staff in our school takes all forms of bullying seriously, and seek to prevent incidents from taking place.

**5.2** Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school. C Poms is used to record any concerns. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff will do all they can to support the child who is being bullied. If there is cause for concern in relation to bullying parents will be informed.

**5.3** Any adult who witnesses an act of bullying should inform the class teacher in the first instance so that they can keep a record of it. This includes situations that may arise and be witnessed on the way to and from school.

**5.4** When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. We use restorative practice techniques. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

**5.5** All members of staff routinely attend training, which enables them to identify bullying and to follow school policy and procedures with regard to behaviour management.

**5.6** Teachers use a range of methods to help prevent bullying and establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is one technique that can be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

In line with our schools ethos and values our 4 learning muscles are used to reinforce positive behaviours and reduce unwanted anti-social behaviours such as bullying. The Tortoise (Reflection), The Ant (Reciprocity- Team work), The Rhino (Resilience) and the Beaver's (Resourcefulness) qualities underlie everything we do in

school and these qualities are vital when instilling self-discipline and understanding around the impact of bullying.

## **6 The role of parents**

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**6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

**6.2** Parents have a responsibility to support the school's Bullying Prevention policy and to actively encourage their child to be a positive member of the school.

## **7 The role of pupils**

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**7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

**7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

**7.3** Our school Council are aware of the issues surrounding bullying and they contribute to our policy.

## **8 Monitoring and review**

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**8.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to the LGB about the effectiveness of the policy on request. The number of incidents of bullying is reported to the LGB.

**8.2** This Bullying prevention policy is the staff and LGB's responsibility and they review its effectiveness annually. They do this through discussion with the headteacher, where incidents of bullying are reported. The LGB analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. They look for patterns of people, places or groups.

**8.3** This policy will be reviewed every two years or earlier if necessary.

## **Appendix 1 – Guidelines for Class teachers.**

### **First steps:**

Take incidents and reports seriously and log on CPOMs.

Take action as quickly as possible - investigating.

Decide whether the action is bullying or falling out.

Reassure the victims.

Offer concrete help, advice and support to victims.

Explain to the perpetrator that they must help to ensure the victim does not feel bullied.

Encourage the perpetrator to see the victim's point of view (Restorative Justice techniques).

Explain clearly the consequences of further bullying behaviour.

### **Involving others:**

Record and report all incidents and follow behaviour procedures for unacceptable behaviour (see Behaviour Policy).

Inform all colleagues if an incident arises out of a situation where everyone should be vigilant, e.g. unsupervised toilets.

Ask the victim to identify supporters within their peer group and ask those supporters to inform adults if they spot anything classed as bullying.

Inform the victim and perpetrator that there will be regular check ins to ensure the situation has improved.

### **Final steps:**

Ensure regular check ins that may decrease as the situation improves.

Try to think ahead to prevent recurrence of the incident.

Close the incident on CPOMs when confident it is no longer happening.

## **Appendix 2 – Consequences**

Due to the nature of bullying there are specific consequences that we apply in persistent cases of bullying.

- The child or children responsible will be monitored closely on a daily basis and if necessary will be withdrawn from playtimes and supervised separately.
- The children's parents will be informed to seek their involvement and co-operation in resolving the situation.
- In extreme cases we would consider suspending children who continue to bully.