



"A Local School with a Global Perspective"

Shaftesbury Park Primary School



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Anti- Bullying policy

United Nations Rights of the Child

Article 13: In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others.

Article 15: In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 19: Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 28: All children have the right to a primary education.

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying - A Charter for Action*. This policy reflects this guidance and the principles enshrined in '*Every Child Matters*', *Anti-bullying Alliance* and the *Equality Act 2010*.

Definition

DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical, verbal or digital) or indirect (e.g. being ignored or not spoken to).

Why it is important to respond to bullying

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

Bullying hurts. No-one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Aims and Objectives

This policy was devised in consultation with pupils, staff, parents and governors

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and to put measures in place to reduce the likelihood of bullying.

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

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.

We aim to ensure that all parents have equal access of information regarding bullying, e.g. policy is translated in main languages, organisation of parent workshops that allow parents to discuss aspect of policy that are unclear.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body 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.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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.

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

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.

The role of staff members

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

All staff should be exemplary role models to children in terms of appropriate behaviour and language at all times.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If a member of staff witness's an act of bullying, they will investigate it as soon as possible. We do all we can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the phase leader, the teacher informs the parents or carers of both parties.

In the reception area, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook. This information is highly confidential and statistical evidence of bullying e.g. number of incidents per term, age, gender and ethnicity of those involved, type of bullying is collated by Wandsworth Borough Council. The school's statistics are also discussed termly with staff and governors. This information is used to look for patterns and trends, both borough wide and at school level. We work to address these issues where possible.

When any bullying has taken place between members of a class, the teacher will deal with the issue as soon as possible. This may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. If appropriate intervention through SEAL /PHSE groups is arranged. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services, Catch 22 or arrange for a Team around the Child meeting (TAC). Ultimately persistent offenders may be excluded from the school.

When necessary all members of staff have the opportunity to attend training which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. In order to minimise opportunities for bullying, all staff on lunchtime and playtime duty have a responsibility to engage children in purposeful playground activities. The development of whole school routines and systems in the classroom also serves to reduce confusion which may lead to confrontation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. All classes devise class charters that explain individual's rights and responsibilities. We 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, our PHSE and SEAL curriculum is used to share concerns,

praise, and reward and celebrate the success of all children and thus helps to create a positive whole school atmosphere.

Intervention programmes

The following interventions and systems support the school's preventative measures to eliminate bullying. They put the child at the fore front of identifying their own issues and working out how to resolve them through dialogue.

Worry box

Each class has a worry box. Children are encouraged to use the box to post any concerns or suggestions. This may be done anonymously. The teacher will find time, normally during circle time, PHSE or SEAL sessions to address these issues.

Peer mentoring

Peer mentors are children who are selected to support children in their phase group who are experiencing problems. All year groups from Yr1-6 have peer monitors that are available Friday lunchtimes. They have half termly meetings with the Learning Mentor.

Place 2 Talk

All children have the opportunity to speak with a counsellor at lunchtimes if they have specific problems that need resolving. All children that access this service will need to have a written agreement from their parents. The children are asked to fill out a slip stating their name and any other children that will be bringing with them. They are then given a time to meet with the counsellor.

Friendship buddies

All classes have friendship buddies. They have an important role in trying to ensure that all members of their class feel included. They are expected tell the class teacher if they feel any class member appears to be excluded from activities. They also have a role in trying to mediate at the very early stages of a conflict that may well escalate to bullying. Friendship Buddies have termly meetings and training with the Healthy Schools Coordinator and Learning Mentor

School Council

All KS1 and 2 classes have a representative and collectively they make up our school council. They meet fortnightly. Their role is to bring any whole school issues to the meeting and to feed back results of discussions to their classes. They are an important body in the monitoring, reviewing and evaluation of policies such as behaviour and discipline and the equality policies.

Workshops

The learning Mentor, Parent worker, and P2Be run several workshops throughout the year such as Stop Think and Do, Talk about, SEAL, Primary secondary transfer and Raising Aspirations. Catch 22 deliver workshops for children who are bullies or are bullying Children that are deemed suitable for these groups are encouraged to explore their emotions and to understand the feelings of others.

Circle of friends

Circle of friends is a support group for those that feel excluded from their peers. It is facilitated by P2Be Project Manager or the Learning Mentor. It is comprised of 4-6 classmates who are caring and sensitive to the needs of others. These classmates support the excluded child in making friends and in becoming more involved and accepted into group activities. Sessions may involve the whole class and would be facilitated during Circle time.

Teacher liaison

Towards the end of the summer, time is spent discussing children's friendship groups and peer relationships. The information is used to organise classes for the following year. This helps to avoid children feeling isolated in their new class and helps break poor patterns of behaviour in some friendship groups.

Anti-bullying week

Our school promotes the awareness of what bullying means and how to deal with bullying by having an annual 'Anti Bullying' week. During this time various workshops and assemblies addressing the issue of bullying takes place.

The role of parents and carers

Parents and carers 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. Such concerns should be logged in a notebook by the class teacher. 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, as detailed in the school Prospectus. **They should never approach the child concerned with the bullying incident.**

Parents are actively encouraged to attend coffee mornings parent workshops and complete questionnaires so that our anti bullying policy can be reviewed and developed.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust e.g. class teacher, TA, learning mentor, Place to talk if they are being bullied, and if the bullying continues, they must keep on letting people know.

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

Our School Council has developed its own anti-bullying code.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually by examining responses from our school council, coffee mornings, staff INSET, parents' and children's questionnaires, records of behaviour monitoring and the school's anti-bullying logbook. Governors and staff analyse

information and look for patterns. They look out in particular for racist bullying, or bullying directed at children with disabilities, special educational needs, appearance, gender sexual orientation.

This policy will be reviewed every two years or earlier if necessary. It is reviewed in conjunction with the following policies:

Behaviour and Discipline

Race Equality

Equal opportunities

Disability

E-Safety

Reviewed: Spring 2015

Reviewed by: Sarah Banks (PHSCE Leader)