

Shaftesbury Park Primary School Anti-Bullying Policy



"A Local School with a Global Perspective"

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United Nations Convention on the Rights of the Child

Article 13: Children have the right to get and share information, as long as the information is not damaging to them or to others.

Article 19: Every child has the right to be protected from violence, may it be physical or emotional.

Article 28: Every child has the right to an education. Young people should be encouraged to reach the highest level of education they are capable of.

Introduction

At Shaftesbury Park Primary School, we are aware that pupils may be occasionally bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Shaftesbury Park Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff, students and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their DSL who will then decide on the appropriate course of action to take.

Purpose

This policy aims to outline the school response to bullying, what bullying is, signs of bullying, the roles of individuals and agencies in preventing and dealing with it, as well the interventions put in place by Shaftesbury Park to enable children to identify their own issues and, with the support of staff, work out how to resolve them through dialogue.

Links to Other Policies

This policy is closely linked with our Behaviour Policy, our Child Protection and Safeguarding Policies, Relationships Policy, our school PSHE scheme of work and the school's Vision, Aims and Values.

We are determined to promote and develop a school ethos built on our vision of developing children who: *“Think about their world, enlarge their world and change their world”*, where bullying behaviour is regarded as unacceptable, ensuring a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definitions

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical

Unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional

Losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural

Asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

The Role of Governors and Staff

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, and to report back to a representative of the governing body.

The role of the Headteacher/Safe Guarding Lead

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 around 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 Key Stage leader, the teacher informs the parents or carers of both parties.

In the Parent Worker office, 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 the Parent work. 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 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.

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, 'UP' 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.

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 Key stage group who are experiencing problems. All year groups from Yr2-6 have peer monitors that are available at planned times of the week. They have half termly meetings with the Anti-bullying lead.

Unlocking Potential (UP)

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, especially at playtimes. Friendship Buddies have termly meetings and training with the Anti-Bullying lead.

School Council

All KS1 and 2 classes have a representative and collectively they make up our school council. They meet weekly. 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 aspects of policies such as Anti-bullying, behaviour, Relationships, Safe Guarding and the equality policies.

Workshops

The learning Mentor, Parent worker, and 'UP' run several workshops throughout the year such as Stop Think and Do, SEAL, Primary secondary transfer and Raising Aspirations.

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 do deal with bullying by having an annual 'Anti Bullying' week. During this time various workshops and assemblies addressing the issue of bullying takes place. Prior to this week the PHSCE leads deliver an INSET to ensure all members of staff are aware of any new strategies and initiative needed to ensure that the week is successful in enabling the children's understandings.

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies where we have an anti-bullying theme for one week at the beginning of each term as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy which is based on the premise that 'behaviour is a choice' includes sections on rewards and sanctions which are used consistently, alongside a drive to reinforce positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. The behaviour policy should be read in conjunction with this policy to gain an overview of how bullying is viewed and dealt with.

Responding to Bullying - *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.

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteachers/Safe Guarding Lead or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed via a letter or a phone call.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Monitoring and Review

This policy is monitored on an ongoing 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 Policy
- Safeguarding Policy
- Equality Statement
- E-Safety Policy
- Relationships and Sex Education Policy

Reviewed: April 2023