



# **ANTI-BULLYING POLICY**

*July 2019 (Review July 2022)*

## **Statement of Intent**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

At Runwell Community Primary School we believe that:

- bullying makes pupils unhappy;
- pupils who are victim of bullying are unlikely to concentrate fully on their school work;
- some pupils avoid being victim of bullying by not going to school;
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour;
- bullying affects the school community as a whole;
- by taking decisive action against bullying we will demonstrate that we are a caring school that stands for equity and justice for all.

## **Aims**

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 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.

## **What is bullying?**

To decide if behaviour should be classified as bullying behaviour we use the following statements to help us discriminate between behaviour that is bullying and behaviour that whilst it is unkind and hurtful is not bullying.

In order for behavior to be thought of as bullying it must typically be:

- Premeditated
- Deliberate
- Unprovoked
- Repeated over time
- Delivered from a perceived position of power

Bullying is also:

- Behaviour designed to cause hurt
- Physical or psychological
- Carried out by an individual or a group

Bullying manifests itself both overtly and covertly in a variety of ways such as:

- Incessant hitting
- Demanding money or other items from other pupils
- Spreading rumours
- Teasing
- Daily and/or regular pushing, kicking etc
- Making threats
- Social exclusion
- Entrapment, cornering.

**If there are repeated incidents of the above behaviours/actions this would be classified as bullying.**

## **Roles and Responsibilities**

### **The role of Governors**

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

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

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 head teacher 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 Head Teacher**

It is the responsibility of the head teacher 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 deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher 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 the Class Teacher**

Teachers in our school take all forms of bullying seriously, and intervene immediately to prevent incidents from taking place or to deal with any incident that has occurred. If teachers witness an act of bullying, they inform the head teacher or deputy at the earliest opportunity, who will then follow the procedure for dealing with bullying (see Appendix 2).

Teachers do all they can to support the child who is being victim of bullying.

They keep their own records of all incidents that happen in their class and that they are aware of in the school.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of Parents**

Parents who are concerned that their child might be being victim of bullying, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

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

### **Record Keeping**

All incidences of suspected bullying should be fully recorded on CPOMS which is the schools main reporting software for all child welfare issues. All incidences should be flagged as appropriate to the head teacher or deputy head teacher.

If any adult witnesses an act of bullying, they should report it to a member of staff who reports it to the head teacher or deputy head teacher They investigate following the set procedure and notes their actions on CPOMS in the associated actions section of the incident log.

### **Effective implementation of the policy**

This is achieved by;

- enabling pupils to feel comfortable to 'tell'
- ensuring pupils are aware of procedures
- responding promptly, fairly and consistently to any bullying following agreed procedures
- maintaining and regularly evaluating the policy
- ensuring that all adults in school are familiar with this policy
- making available a pupil and parent version of the policy

### **Monitoring and review**

This policy is monitored by the head teacher, who also reports to governors about the effectiveness of the policy termly when the CPOMS incident log is reviewed. It is reviewed every three years or earlier if required.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

More information on creating a positive behaviour management approach and dealing with bullying can be found in the staff handbook and in the school's 'Ready to Learn' behaviour policy.

**Approved by Governors on 16<sup>th</sup> July 2019**

## Appendix 1 – What is bullying?

**To decide if behaviour should be classified as bullying behaviour we use the following statements to help us discriminate between bullying and behaviour that whilst it is unkind and hurtful is not bullying.**

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Bullying is also:

- Behaviour designed to cause hurt
- Physical or psychological
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Bullying finds expression through differences, real or imagined, between individuals or groups. Such differences can be of:

- Physique
- Gender
- Social class
- Friendship group
- Academic performance
- Race
- Age
- Club or team membership
- Behaviour
- Situation

Bullying manifests itself both overtly and covertly in a variety of ways such as:

- Incessant hitting
- Demanding money/stickers etc (whatever is in fashion at any given time).
- Spreading rumours
- Teasing
- Daily and/or regular pushing, kicking etc
- Making threats
- Social exclusion
- Entrapment, cornering.

**If there are repeated incidents of the above behaviours/actions this would be classified as bullying.**

## Appendix 2 – Procedure for dealing with identified bullying

The situation would usually be dealt with by the Head teacher or Deputy after speaking with the adult responsible for reporting the problem.

The person in charge of the situation follows the procedure below:

1. Talks separately to all the children involved;
2. Ensures all the available facts are known;
3. Makes an initial judgement and decides whether any further investigation is required to clarify the situation further, which may include talking to all the children together, if appropriate;
4. Informs the class teacher(s)/head teacher, support staff as necessary
5. Informs parents of the bully and victim of bullying pupil
6. Talks to the child who was victim of bullying, including explaining why the action of the child was wrong. Gives appropriate strategies to the victim of bullying child about how to be more assertive and how to handle any incidents that may occur in the 'fall out' of the resolving the bullying problem. The school may provide or organise further intervention if deemed necessary.
7. Imposes sanctions on the bully as appropriate to ensure the victim of bullying is protected and the bully realises the seriousness of his/her actions;
8. Supports the bully to change by helping him/her to develop positive strategies to use in the future;
9. Sets targets/expectations for children in the coming days/weeks;
10. Monitors and reviews the situation regularly and takes appropriate follow up action as required;
11. Updates parents as necessary.
12. If a child is repeatedly involved in bullying other children, we invite the child's parents into the school to discuss the situation. If the situation does not improve or these discussions prove ineffective, the head teacher may contact external support agencies as appropriate

## Appendix 3 – Strategies for tackling bullying

### How to create a 'telling' atmosphere.

We recognise that:

- Regular opportunities need to be created, appropriate to age of the children, when they are encouraged to discuss issues relating to bullying or unkindness of any sort.
- The use of 'circle time' needs to be planned for weekly.
- The development of children's emotional literacy through our PSHE curriculum
- The continuing use of a 'positive approach' to behaviour and building self-esteem supports the child to 'come and tell'.

### How to enable children to develop assertiveness and so be able to 'tackle' the bully.

#### Quality circle time

- It is a school policy that the Thursday assembly is replaced by circle time.

This takes circle time beyond a chat, beyond allowing everyone a say and making sure people listen – it is an occasion when it is expected that individuals will think, participate and help to resolve a problem by following the steps below.

1. Identify any current problems.
2. Analyse cause/s, identify factors, pinpoint issues which can and need to be dealt with.
3. Develop solutions and strategies for dealing with problems and how these could be achieved. These must be realistic and planned by the children.
4. Present the solutions to either the group or person who raised the issue.
5. Review and evaluate 'Will our ideas help to resolve the situation?'

The issues listed below should be raised and specific attention should be paid to the perception of bullying by the children. A good way of tracking children's developing understanding of bullying would be to establish the children's views at present and then review them again in the spring and summer term after both informal and formal work has been undertaken.

#### Circle Time in Reception and Key Stage 1

Within Early Years and Key Stage 1 the development of circle time into Quality circle time where issues are raised should be the focus.

- What do they think/perceive bullying to be?
- What does a bully say/do?
- What does a bully look like?
- Where do you think bullying might happen in our school/places out of school?
- What do they think happens if we find someone is bullying at the moment?

The use of 'write and draw' techniques may help some children in preference to using 'circle time'.

## **Circle Time in Key Stage 2**

The major issues to become part of the PSHE curriculum and be supplemented by quality circle time.

- What is bullying?
- What causes people to bully each other?
- How does it feel to be a victim of bullying or to bully?
- What are the effects of bullying behaviour on the victim; on pupils who bully others; on bystanders?
- What would our school (our society) be like if bullying behaviour were acceptable?
- Why should we try not to bully each other?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

The above strategies enable staff to be alerted to potential situations and allows them to inform other adults of any concerns so that they can be vigilant and intervene if necessary. However, part of the benefits from circle/forum suggestions is that the victim or bystander is given the courage and strategy to deal with the situation by his/her peers thus increasing his/her own assertiveness.

It has also been agreed that each class from Year 1 upwards will have a "Worry Box". Children can put notes for the teacher in this if they have any concerns. These notes are strictly confidential. There is also a 'Worry Box' stationed outside of the head teacher's office.

From the Reception class through the rest of the school we must give strategies to those who need help in confronting anti-social behaviour and bullying. Children must be taught to say confidently;

**"I don't like you doing that/saying that – I want you to stop it"**

If this phrase becomes accepted then children will feel that they can assert themselves against anti-social behaviour and bullying is less likely to develop.

### **Supporting the observers (bystanders) of bullying**

Bystanders need to be sure that they won't get blamed for being involved. They are often frightened of repercussions by the bully or even being treated unfairly by staff investigating. The adult responsible for reporting and the adult investigating/resolving the situation must reassure all children that reporting unkind or bullying behaviour is a good thing and that the 'bystander' has a valuable part to play within the process.

Encourage positive peer pressure e.g.

#### **The bystander should NOT ...**

- allow someone to be left out
- smile/laugh if he/she sees something unkind/unfair happening

**The bystander SHOULD ...**

- tell adults
- encourage the victim of bullying to speak out
- encourage the victim of bullying to join the group
- **TELL (only)** the bully to stop.

The victim of bullying must be helped and supported, but it is likely that the victim of bullying will also need help to change his/her behaviour to become less of a target for bullying.