

Toll Bar Primary School

Anti-bullying Policy

The DfE defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The Anti-Bullying Alliance (ABA) defines bullying as:

The repetitive, intentional hurting of one person by another (or others) where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Bullying can take many forms: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, cyber bullying, including inappropriate text messaging and emailing, social networks, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

1 Rationale

- 1.1 Through our Behaviour policy, curriculum and relationships in school we hope to achieve a caring, co-operative ethos at Toll Bar Primary School. We do recognise however that incidents may occur in school from time to time that may be defined as bullying. We define bullying as repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We are a 'TELLING' school. This means anyone who knows that bullying is happening is expected to tell a member of staff.

2 Aims and objectives

- 2.1 To ensure the needs of all pupils are met.
- 2.2 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.
- 2.3 To have clear procedures for responding to incidents of bullying so we have a consistent response to any bullying.
- 2.4 We aim, as a school, to produce a safe and secure environment where all, what ever their gender or ethnic group, can learn without anxiety.
- 2.5 We aim to make all those connected with the school (parents, pupils, Governors) aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

- 2.6 We must investigate **ALL** reported incidents to check that bullying is taking place as opposed to bossiness, boisterous play and as to whether children are the actual bully or an onlooker. We take bullying seriously and all reports will be investigated.

3. **Sanctions – (see Behaviour Policy)**

Mild sanctions (e.g. loss of play or reprimand) will be used in responding to one-off incidents of bullying behaviour which do not result in actual physical harm.

If bullying is found to be persistent or results in damage to persons or property parents of both the victim and the bully will be involved.

Exclusion will only be used as a last resort when all avenues of help and contact have been used. For this reason records of bullying will be kept by the school. School will report incidents of bullying on the Sentinel system.

4. **Curriculum**

We will teach social behaviour by drawing on incidents as they occur in the daily life of a class.

We must also assume an increasing role in teaching social skills in a conscious and systematic way through the Personal, Health and Social Education (PHSE) scheme of work, SEAL and Circle Time. E-safety will be taught in class.

Literacy and links within other topics will also be used to discuss issues of behaviour. Curriculum is supported by Community Police Officers, Theatre Groups etc.

Staff will make children aware of cyber-bullying and how they must report it. Pupils participate annually in Anti-Bullying week in November.

- Enable pupils to understand what bullying is
- Promote positive attitude towards behaviour
- Provide increased understanding about the implications and consequence of bullying
- Enable pupils to identify sources of personal support
- Encourage children to tell an adult and not to suffer in silence

5. **Guidelines**

- Watch for early signs of distress
- Deterioration of work
- Isolation
- Erratic attendance
- Spurious illness
- Desire to remain with adults
- Cuts and / or bruises
- Appears nervous when a text or cyber message is received

Whilst all these can be symptomatic of other problems they must be investigated.

Listen carefully and record incidents on behaviour record sheets as necessary.

Offer victims immediate support. Make use of other adults, eg. Learning Mentor, Rainbows trained staff, to talk to the child if necessary. Victims often need their self-esteem raised to counter feelings of inferiority and guilt. Make sure that the victim knows whom they can talk to in confidence. Pupils need to know that there is nothing wrong with them.

Make the unacceptable nature of the behaviour clear to the bully, his/her parents and other children.

Use other pupils as a positive resource in countering bullying. Pupils can be used to help shy children or newcomers feel accepted. Explain to others that watching and doing nothing can suggest support for bullies and that they must inform an adult immediately if they suspect bullying is taking place.

Follow up each case to ensure that the victim is given as much support as possible and to prevent a recurrence of the behaviour.

Do not bully the bully. This gives credibility to the behaviour.

Bullies may need help to show them that they can work with others rather than being confrontational. Always praise non-aggressive behaviour when this occurs.

Try to remain neutral and avoid direct closed questions which might be perceived as accusatory. Give each pupil an opportunity to talk but keep the discussion focused on finding a solution and stopping the bullying from recurring.

Devise strategies with parents that will help the child and provide support inside school and on the journey to and from school.

6 The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. It requires that any incidents of bullying in school that do occur are taken very seriously and dealt with appropriately.

Where incidents are reported to governors the governor must notify the Headteacher.

7 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 deal with incidents of bullying.

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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that staff can receive sufficient training to be equipped to deal with all incidents of bullying when it is required.

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.

8 The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and around the school when it concerns their pupils.

If teachers witness an act of bullying, they do all they 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 Headteacher, the school will inform the child's parents.

The Headteacher will keep a record all verified incidents of bullying that occur, on sentinel. Reported incidents near the school or on the children's way home or to school may also be recorded if evidence is known.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment 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. If a child is repeatedly involved in bullying other children, we inform the Headteacher. The child's parents will then be contacted by the school.

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.

All staff routinely 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.

9. The role of support staff

Support staff are given copies of this, and other related policies, and are expected to follow all policies and support children as outlined above.

Staff will attend relevant training.

All incidents observed by or involving support staff should be reported in the first instance to the class teacher concerned and the Headteacher if support staff are concerned.

10 The role of parents

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.

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.

11 Monitoring and review

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

Monitoring reports are made monthly via Sentinel.

This policy should be read in conjunction with the following: -

- Behaviour policy
- E-Safety policy
- Safeguarding policy
- DMBC – Anti-bullying policy

Reviewed: January 2013

Next Review : January 2015

Signed:

Date: