



Tickford Park Primary School Safeguarding Policy

Anti-Bullying Policy

Date: Autumn 2014

Person Responsible for Policy (*Job Title*): Headteacher

Date of Approval: Autumn 2014

Approved By: Full Governing Body

Cycle of Review (*eg two years*): Every 3 years

Date Next Review is Required: Autumn 2017

Tickford Park Primary School

Anti Bullying Policy

Introduction - why we need an anti-bullying policy

Bullying is action taken by one or more children with the deliberate intention of hurting another child, physically or emotionally and socially.

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to inclusive preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007)

Other related policies:

Behaviour

ICT & Internet

PSHE

Relationships and Sex Education

Child Protection

Complaints Procedure

Definition

Our Attitude to Bullying

At Tickford Park Primary School, everyone has the right to feel welcome, safe and happy. We do not tolerate any unkind actions or remarks even if they were not intended to hurt.

A definition of bullying

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following, it could be bullying:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened

- Unable to do well and achieve
- 'badly different, alone, unimportant and/or undervalued
- Unable to see a happy and exciting future for yourself.

When a person, or group of people, has become made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying."

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straightaway as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying, so we think the following definition adapted from one written by the national Anti-bullying Alliance is also useful:

Bullying is any behaviour by an individual or group that:

- Is meant to hurt the person, or people doing the bullying know what they are doing and mean to do it
- happens more than once - there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power - the person being bullied will usually find it very hard to defend themselves.

It can be:

- physical, e.g. kicking, hitting, taking and damaging belongings
- verbal, e.g. name calling, taunting, threats, offensive remarks
- relational, e.g. spreading nasty stories, gossiping, excluding from social groups □
cyber, e.g. texts, e-mails, picture/video clip bullying, instant messaging (IM)

Reasons for being a victim may be

- Race/religion/culture
- New child in school
- Child with a family crisis
- Disability or special educational needs
- Timid children who maybe on the edge or outside a group
- Appearance/health conditions
- Sexual orientation

Reasons for being a bully may be

- A victim of violence
- Bullied at home/ enjoyment of power/ creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV
- Unhappy

- Insecure
- Self-hating

Children and adults from all backgrounds, cultures, races and sexes can be involved in bullying others.

Tickford Park Primary School does not tolerate bullying motivated by prejudice, for example, racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

Aim of Anti-bullying policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it. All staff will be alert to signs of bullying and act promptly and firmly against it in accordance with this policy. Early signs of distress include:

- withdrawn behaviour
- deterioration of work
- feigning illness
- unusual absences
- desire to remain with adults
- isolating themselves from others
- lacking concentration
- truanting from school

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils are encouraged to report bullying by talking to a member of staff of their choice. Staff who are being bullied are encouraged to report it to a colleague of their choice.

Parents are encouraged to report concerns about bullying and to support the school in tackling it. Parents trying to resolve bullying directly with pupils or their families directly can lead to problems escalating.

Strategies for dealing with bullying

In dealing with bullying, staff at Tickford Park Primary School follow these fundamental guidelines.

- All staff are to be vigilant for signs of bullying
- All staff must never ignore suspected bullying
- If pupils are being bullied, or know someone who is, they are encouraged to tell us straightaway.
- If a parent suspects that a child is being bullied they are encouraged to inform the school as soon as possible.
- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the headteacher or deputy.
- The headteacher/deputy/teacher will interview everyone involved and keep a detailed record. This will be held in line with the schools data protection policy/practice.
- The headteacher/deputy will keep accurate records of persistent bullying.
- All teachers and support staff who work with the children involved to be kept informed.
- Parents and other relevant adults will be kept informed. When dealing with serious incidents, involvement of parents at an early stage is essential. School will keep accurate records of incidents and how the school has responded.
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. after school care, clubs, transport providers) will be informed about concerns and any actions taken. Tickford Park Primary School is not directly responsible for bullying off the school premises, however if both the victim and bully are from Tickford Park Primary School, action will be taken as if the incident has occurred within the school and this includes informing parents.
- Punitive measures will be used as appropriate, in consultation with all parties involved and will be in accordance with the sanctions outlined in the behaviour policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
- Governors have a duty to agree the general principles and to assure themselves of the effectiveness of the policy in creating a secure environment for all.

Bullying may also take place between, and by, adults in a school. Accusations of bullying against a member of the teaching or non-teaching staff should always be investigated.

Pupils and staff who have been bullied will be supported by being provided with:

- an immediate opportunity to discuss the experience with a member of staff of their choice.
- reassurance that the bullying will be addressed. □ offering continuous support
- daily supervisory monitoring if it is felt that this would help □ opportunities taken to restore self-esteem and confidence □ use of 'keep-an-eye-on' system so all staff are aware.
- the use of specialist interventions and/or referrals to other agencies, e.g. educational psychology, where appropriate.

Pupils who have bullied will be helped by:

- discussing what happened with an experienced member of staff
- discovering why the pupil became involved
- establishing agreement of the wrong doing and need to change
- informing parents to work together to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate
- the following disciplinary steps can be taken:
- official warnings to cease offending
- exclusion from certain areas of the school premises
- fixed term exclusion, increasing in length if offences are repeated

Prevention is better than cure

- Pupils are encouraged to tell us their views about a range of school issues including bullying as part of their development relationships with adults in school.
- Staff raise awareness of the nature of bullying through inclusion in PSHE education, circle times, collective worship and informal discussion as appropriate, in an attempt to eradicate such behaviour

Children can talk to any member of staff

- Their class teacher
- Another teacher
- A teaching assistant
- A lunchtime supervisor
- A peer mentor
- A play leader
- A school councilor
- A year 6 burgundy
- A friend

- KS2 children are trained to become peer mentors and play leaders.
- Co- operative skills are promoted through group work activities including ones outside friendship circles.
- Children are taught to develop conflict resolution skills.
- All staff are aware of the anti-bullying and behaviour policies and adhere to their codes.
- As a school we seek to develop links with the wider community that will support inclusive anti-bullying education.

Diversity

At TPPS we promote that to be different is OK and accepted, We are allowing children to grow up in a world without stereotyping and prejudice and therefore allowing them to be whoever they want to be. During Anti-bullying week staff attend training on Diversity and combatting stereotyping and prejudices including size, race, gender, sex and disability. We also think about dealing with issues that may arise around homosexuality and gender dysmorphia. At TPPS we believe that by addressing prejudice the incidents of bullying will be decreased.

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 Headteacher to monitor records of severe incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Headteacher

It is the responsibility of the Headteacher and all staff to implement the school antibullying 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 reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher promotes 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. Eg. during assemblies.

The head teacher ensures that all staff are aware of how to deal with 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 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 log ongoing concerns.

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 the teacher informs the child's parents, and may involve the head teacher.

If, teachers, become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why the action of the child was wrong, and endeavoring to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the child's parents are invited into the school to discuss the situation. The incident is logged and the Headteacher is involved. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

Teachers are expected to share their experiences with colleagues 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 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.

Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school.

Monitoring, evaluation and review

The headteacher's termly report to governors will include an overview of reported concerns and actions taken and outcomes.

Statistical information may be provided to the Local Authority as required.

Management of the policy

This policy will be reviewed at least every three years. The review will include consultation with staff, governors, pupils and parents. The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

Further Information

For further information about current initiatives and resources to support the anti-bullying agenda visit the following websites:

- www.anti-bullyingalliance.org.uk
- www.beatbullying.org
- www.healthyschools.gov.uk

SEAL resources 'Say no to bullying', 'Getting on and Falling out'

"Cyberbullying-Safe to learn; embedding anti-bullying work in school" DCSF 2007

