TADDINGTON & PRIESTCLIFFE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Introduction   **November 2016**

At Taddington and Priestcliffe Primary School our collective aim is that all pupils and staff have the opportunity and encouragement to fulfil their potential. We offer a safe, stimulating and challenging environment for learners which promotes high personal expectations.

We would expect pupils to feel safe in school, and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from any adult in the community should they have any concerns.

Policy Development

This policy was formulated in consultation with the whole school community with input from pupils and governors.

Pupils contribute to the development of the policy through the school.

The school council will develop a child friendly version to be displayed.

This policy will be reviewed annually.

Roles and Responsibilities

The Head Teacher - Has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, LA and outside agencies and managing and appointing an Anti-Bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -Bullying Coordinator in our school is: Karen O'Connor

Their responsibilities are:

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Maintaining the reporting and recording of bullying incidents and keeping a central log
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is:

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

▪ There is a deliberate intention to hurt or humiliate.

▪ There is a power imbalance that makes it hard for the victim to defend themselves.

▪ It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
• name calling
• taunting
• mocking
• making offensive comments
• physical assault
• taking or damaging belongings
• cyber bullying - inappropriate text messaging and e mailing; sending offensive or
  degrading images by phone or via the internet
• producing offensive graffiti
• gossiping and spreading hurtful and rumours
• excluding people from groups.

This is not an extensive list. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. In this case, the Anti-Bullying co-ordinator would sensitively discuss the incident with all involved.

Why are children and young people bullied?

Specific types of bullying include:
• bullying related to race, religion or culture
• bullying related to special educational needs or disabilities
• bullying related to appearance or health
• bullying relating to sexual orientation

• bullying of young carers or looked after children or otherwise related to home circumstances
• sexist bullying
• sexual bullying
• bullying of vulnerable/sensitive children

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:
• young people
• young people and staff
• between staff
• individuals or groups
• Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi- sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting for:

Children and young people in school
When children report bullying to any adult in school they will listen and note concerns. The adult will decide whether further action is necessary and report the incident to the class teacher and Anti-Bullying co-ordinator.

Parents/carers
Parents who have concerns are encouraged to contact school either in person, via letter or over the phone. Parents can report any incident to any member of staff who will log the incident and forward the information to the necessary members of staff. They will then decide what action to take and report back to parent/carers as appropriate.

All staff and visitors
If adults in school notice any incidents or have any incidents brought to their attention, they will log them and pass the information on the class teacher or Anti-Bullying co-ordinator.

Bystanders
If an adult/child from outside of the school community contacts the school to disclose any incidents of bullying, the member of staff who is informed will follow the same school procedures of logging the incident, passing on necessary information and deciding how best to deal with it.

All incidents will be treated in confidence and only shared with the necessary parties. Once an incident has been resolved the school will consider it closed and only refer to the incident if it becomes indicative of a pattern.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

The school will deal with bullying by:
- Interviewing all parties
- Informing parents
- Using a range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-Bullying coordinator.

A sample recording form is attached; however any member of staff can log the incident on any piece of paper (to be signed and dated) and add it to the central log.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked ongoing safeguarding measures across the school. It will be used to promote inclusion, British values, Christian ethos and uphold the school motto of, 'We care about each other'.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Taddington and Priestcliffe Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Esteem boards
- House points
- Restorative Approaches
- Involvement in SEAL including Anti-Bullying Unit.
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety (including police visit for year 5/6)
- School council
- Peer mentoring schemes
- Playground Buddying
- Website
- Staff training and development for all staff
- Star/smile/sticker charts
- Marble jars
- Headteacher's award

Links with other policies
Behaviour Policy
Safeguarding Policy
Acceptable Use Policy - Cyberbullying and internet safety
Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
PSHE and Citizenship Policy
Complaints policy
Confidentiality Policy
References Documents and Related Policy/Guidance

Logging Form for bullying incidents

Reported by:

_____

Name and year group of the pupil/s who have been bullied:

_____

Date of incident _____

Time of incident_____

Brief description of incident
○
○
○

Advice given/ action suggested by person who logged this complaint
○
○
○

Have the **victim's** parents/carers been informed?   **Yes / No**

Have the **bully's** parents/carers been informed?   **Yes / No**

Is further action required?

Monitored by:

KO   **SB**   **EC**   **EF**   **AW**

September 2017