

Oldfleet Primary School



Anti-Bullying Policy

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Our School Aim

To provide an inclusive learning community where pupils and staff are encouraged to fulfill their true potential.

Equality Statement

At Oldfleet Primary we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Aims of the policy

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that Oldfleet Primary School takes measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable.

DfE Cyberbullying: Advice for headteachers and school staff 2014

*We aim to create an environment at Oldfleet Primary school where it is the basic right of all children to receive their education free from humiliation, oppression and abuse. We accept that it is the basic right of all pupils and staff to be free from any kind of bullying within the school or outside.

*To enable bullying to be dealt with and managed in a fair and equal manner throughout the school.

*To inform staff, parents, pupils and governors of the set procedures in dealing with bullying throughout the school.

*To allow a whole school approach to tackling bullying in order for effective teaching and learning to take place.

This policy should be read in conjunction with:

* Safeguarding/Child Protection

* Behaviour

* Physical Intervention

* Single Equality

* SEN

* E-Safety

* Whistle Blowing

* Complaints

Defining Bullying

Bullying is when someone or a group of people hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. It is behaviour repeated over and over again. There will also be an imbalance of power between the perpetrator and the victim.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems like this kind arise it is not necessarily classed as bullying unless it is done repeatedly and on purpose.

Types of Bullying

***Verbal bullying** may include name-calling and making derogatory remarks about the person or things associated with the person. It could also be offensive noises directed towards the victim.

***Physical bullying** can range from physical attacks to the person to just persistent gentle, uninvited taps and touches. It can be threatening gestures and aggressive posturing. It can also include physical damage to the victim's property.

***Emotional bullying** can include excluding the victim consistently from working and playing within peer groups. It can include the persistent putting down of someone in front of others to make that person feel worthless and the perpetrator feels dominant and powerful. It could be graffiti about another person.

***Cyber bullying** is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore we embed good safe IT practice into our teaching and learning. Please refer to the school's E-Safety policy.

***Homophobic bullying** is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

Like all forms of bullying, homophobic bullying can be through name calling, spreading rumours, physical or sexual, and emotional abuse.

***Sexual bullying** includes a wide range of behaviour from name calling to physical sexual assault. Some examples of sexual abuse are

- Abusive, sexualised name calling
- Unwelcome looks and comments about someone's appearance or attractiveness; either face to face or to others
- Spreading rumours of a sexual nature
- Inappropriate and uninvited touching
- Inappropriate sexual innuendo and/or proposition
- Graffiti with sexual content
- Display/circulation of inappropriate material of a sexual nature
- Badges or clothing depicting inappropriate sexual innuendo or language
- In its most extreme form, sexual assault or rape

Sexual Harassment

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Oldfleet Primary School will be taken seriously, and the academy will utilise appropriate sanctions, as outlined in the behaviour policy.

***Racist bullying** means you are subjected to abuse and harassment because of your race, colour or beliefs, or ethnic background.

Bullying can be intentional and unintentional. Bullying can result in the victim doing things they would not normally want to do.

Reasons why some children are potential targets of bullying

- * Disability/SEN
- * Race, religion, culture
- * Appearance
- * Ability
- * Family or home circumstances (LAC, Young Carer)
- * Sexual orientation

Roles and Responsibilities

Governing Body

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- * Support the Headteacher and the staff in the implementation of this policy.
- * Be fully informed on matters concerning anti-bullying.
- * Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- * Appoint a member of the governing body to have a specific responsibility for bullying

Bullying is a standard item at least once per year at the Governing Body meeting. Here relevant data analysis will be shared covering:

- a. Number of reported incidents (breaking down each year group and gender)
- b. Form/type of incident (physical, emotional, prejudice-based, cyber etc)
- c. How many issues were resolved successfully
- d. Number of parental complaints, and outcomes
- e. Whether external services have been consulted or undertaken work with individuals.
- f. Next steps/future actions

Headteacher

The Headteacher is responsible for implementing the anti-bullying policy and will ensure that:

- * bullying is addressed as an issue in the curriculum
- * all staff receive training that addresses bullying behaviour
- * the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- * a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school. All members of staff will:

- * Provide children with a good role model
- * Provide children with a framework of behaviour including class rules which support the school policy
- * Emphasise and behave in a respectful and caring manner to create a positive atmosphere
- * Always be aware and take action when there are concerns about bullying
- * Be fully aware of the Anti-Bullying policy and the school's definition of bullying
- * Report and record all allegations of bullying following the school's policy

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at the school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

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 the Emotional Literacy Leader and Headteacher immediately. Parents have a responsibility to support the schools Anti-bullying policy and to actively encourage their child to be a positive member of the school.

What to do if you think your child is being bullied

Watch for a pattern e.g.

- * Wanting more/less attention
- * Not wanting to go to school
- * Frequent minor illnesses
- * Coming home with bruises or torn clothing
- * Possessions disappearing
- * Becoming withdrawn

What to do

- *Treat the matter seriously
- *Keep a diary of incidents
- *Try and help your child deal with the situation
- *Do not approach the bully
- *Do not advise your child to fight back
- *Contact the school and speak to the Lead Coordinator or Headteacher

Pupils

We expect that pupils:

- * will support the Headteacher and staff in the implementation of the policy
- * will not bully anyone else, or encourage and support bullying by others
- * will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- * will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Response Strategy to Bullying incidents

- *Any incidents of bullying will first be discussed with the victim. Bullying should be dealt with sympathetically and effectively without causing further distress to the victim.
- *The bully/bullies will be identified.

- *Witnesses will be obtained, if possible, and their response recorded.
- * The perpetrator will be confronted with the detail and asked to tell the truth. At this point it needs to be made clear that bullying is not acceptable at Oldfleet Primary
- * The incident is recorded on the 'Welfare Log' and passed to the Anti-Bullying Coordinator
- *The Anti-Bullying Leader will ensure the incident has been fully investigated, taking steps in line with the Behaviour policy and using an age appropriate consequence.
- *Any outcome will be recorded on the 'Welfare Log'.
- *Both the perpetrators and victim's parents will be kept informed of the bullying and any sanctions or other consequences.
- * The Headteacher will be informed fully of the event.
- * The teacher and Anti-Bullying Coordinator will continue to monitor the victim and record outcomes on a 'Welfare Log'.
- * External agencies will be involved if necessary. The Anti-Bullying Lead will make any referrals that are deemed to be appropriate following discussion with parents.
- * All information will be recorded on SIMS with a scan of the Welfare Log attached.
- * If parents/carers are not satisfied with the response to any reports of bullying they should contact the Headteacher or Anti-Bullying Coordinator. If they remain dissatisfied, they should follow the school's complaints procedures.

Supporting the victim

*It is vital that children tell an adult if they are being bullied. They must not suffer in silence.

*They should stay with friends. There is safety with other people because bullies are often cowards.

*Help to build up their confidence and self-esteem.

*Let them know that fighting back is not the answer.

*Children should try to stay calm, look confident and walk away, giving the bully the message that their bullying is ineffective.

Strategies to prevent bullying

*The clear message needs to be made that bullying is hurtful, wrong and will not be tolerated. The pupils who carry out the bullying will be provided with additional support to eliminate the anti-social act of bullying. This will take place through counselling, support from the Emotional Literacy Leader, Circle time and Anger Management strategies as necessary.

*Circles are held at the beginning and end of the day where children are given the opportunity to share concerns.

*If the child does not want to discuss an issue at this time they are asked if they would like to talk to the teacher or a TA on their own. If this support is refused they are then asked if they would like to speak to Vicky Mounsor the lead for Emotional Literacy and Anti-Bullying.

*Children will be encouraged to report any bullying incident immediately, whether to themselves or to another child, to a member of staff.

*The school participates in Anti-Bullying week on a yearly basis to raise awareness of the issue. Pupils participate in a range of lessons to develop their understanding of bullying.

*At this time, pupil and parent questionnaires are sent out so that the school is aware of stake-holders perceptions of bullying within the school. This data is analysed to improve school outcomes.

*Parents who return their questionnaires with negative responses will be contacted by the anti-bullying lead to discuss and resolve any issues.

* Pupils who give negative responses will be spoken to by the class teacher to resolve any problems. These may be passed to the anti-bullying lead for further investigation if necessary.

* The school council has an active role in promoting the anti-bullying agenda.

* An Anti-Bullying Ambassador is appointed from the school council who meets with the Co-ordinator to discuss strategies to prevent and tackle all forms of bullying and support in developing campaigns to raise awareness.

Preventing bullying through the curriculum

Issues of bullying are exposed and worked through the curriculum.

A Class Charter is established at the beginning of each school year to establish positive expectations of behaviour.

There is a particular focus to deal with issues of bullying in PSHE through the use of the Jigsaw curriculum, SRE and Expect Respect. Cyber-Bullying is also dealt with in Computing lessons. The school also participates in E-Safety week on a yearly basis. Bullying is also addressed through whole school assemblies either by means of drama, stories or tackling different social interests.

Bullying which occurs outside school premises

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

DfE Preventing and tackling bullying July 2017

