



North Road Community Primary School

Anti-Bullying Policy



November 2021
Review: November 2024

Rationale

At North Road Primary School staff, parents and children work together to create a happy, caring, learning environment. Our school vision is that we believe that all children should enjoy their time in school, in a happy, secure and stimulating environment, where they are cared for in a warm and professional way, by a dedicated team of staff, committed to achieving high standards in every aspect of school life. We believe that home and school should work in partnership, to encourage our children to reach their true potential and develop a lasting enthusiasm for learning, whilst gaining self-esteem, independence and a sense of responsibility for themselves and each other. We work as a united team to make our school into a place of great pride for the community. To this end, Bullying will not be tolerated and it is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

This policy is for staff, parents, carers and all members of our school community; however, we also have a child-friendly version of our policy so that our pupils are at the heart of our policies. This policy is also fully integrated with our commitment to PSHE and promoting the Fundamental British Values. Our policies relating to Behaviour, Inclusion, Safeguarding and Child Protection, PREVENT, SEND, E-Safety, and PSHE are also linked with our approach to anti-bullying, and this policy.

Purposes

- To create the conditions for a safe, caring orderly community where bullying is not tolerated and individuals are not discriminated against.
- To enable children to understand what bullying is and to develop strategies to overcome it.
- To establish appropriate means of providing after-care should an incident of bullying occur.

Definition

Bullying is "Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying:

- Is a social behaviour, often involving groups
- Can be a one off incident or take place repeatedly, over time.
- Involves an imbalance of power
- Meets the needs of those holding power
- Causes harm to those who are powerless to stop it
- Can take many forms: physical, verbal, emotional, sexual, virtual

Bullying Types

Bullying can be physical such as:

- Violent and threatening behaviour
- Hitting, pushing or kicking

Bullying can be verbal such as:

- Name calling or teasing
- Threatening others
- Derogatory or unkind comments aimed to cause offence

Bullying can be emotional such as:

- Excluding or isolating someone
- Name calling or taunting
- Threats
- Ridiculing or humiliating someone
- Spreading rumours

Bullying can be sexual such as:

- Sending inappropriate or offensive images to others
- Inappropriate forms of touching

Bullying can be virtual (cyber bullying) such as:

- Abusive or nasty texts, emails and messages on social network sites
- Sharing inappropriate or offensive images via phones or the internet

Forms of bullying covered by this policy

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or children in care or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

What is NOT bullying?

We believe that to deal with allegations of bullying successfully and appropriately, it is important to understand what does not constitute an allegation of bullying:

- Arguments between children
- Teasing which stops when corrected
- Loss of temper by one child with different children at different times
- Loss of temper during a playground game
- Retaliation by the victim of a 'one-off' incident
- Rough play
- Accidental injury
- Minor 'one off' insults
- The falling out of friends

Signs to look for as quoted from www.stopbullying.gov

Signs a Child Is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Signs a Child is Bullying Others

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Prevention

The school will establish and maintain a number of activities in an effort to combat bullying behaviour.

1. Create and support an inclusive environment, which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
2. Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
3. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
4. Staff regularly trained at staff meetings and kept up to date with initiatives and concerns.
5. Children will be trained as Peer Mediators who can be on duty at playtime to help resolve minor conflicts using restorative justice cards (Appendix 2.)
6. The Buddy Stop is in place for children in need of friendship or support.
7. Staff will be trained to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.
8. Current issues with regard to bullying will be discussed with the children on a regular basis during circle times, PSHE lessons and assemblies.
9. Within the teaching of e-safety, children are taught about the dangers of online bullying and how to react if they are bullied online or are aware of this happening to others.
10. The children will take part in an Annual Anti-bullying Week each year, focusing on an aspect of bullying.
11. The School's ongoing reviewing process will include examination of preventative measures such as alteration to the school environment, procedures and practices, and analysing incidents of bullying to see if patterns emerge as an item on Staff Meeting agendas.
12. Bullying will not be tolerated and if in-school strategies do not quickly resolve an issue, parents will be informed and school sanctions applied, including in school punishments and if necessary, exclusions.
13. Children who have experienced unkindness or bullying will be offered support with the school Counsellor, or their own class teacher or teaching assistant.
14. Create "safe spaces" for vulnerable children and young people.
15. Celebrate success and achievements to promote and build a positive school ethos.

The School's Approach

When bullying has been observed or reported to a member of staff they will complete a School Behaviour Incident Form, which is given to the Head Teacher. The incident will also be added to Significant Event Record, alerting all staff who need to know (see Behaviour Policy). If the incident is of a discriminatory nature (e.g. racist) this will be reported on Sentinel.

The following steps will be used to support the victim and ensure that the bully accepts responsibility for their actions, is given an appropriate punishment if necessary and the support to change their behaviour.

Step one - talk with the victim (with a support partner)

Record what has happened including who, where, when and what happened.

Encourage the victim to describe how they feel with reflective comments such as, "That must be very hard for you.... So you have felt really upset". For younger children this may involve drawing a picture. Explain to the victim that you are now going to speak to the bully and any witnesses.

Clarify if there is anything they would prefer you did not disclose.

Explain to the victim that you may have to meet with them again to clarify details and to discuss their well-being.

Offer the victim the support of the school counsellor, another member of staff and a pupil friend.

Inform the Head teacher (if they are not the person dealing with the incident) that you are dealing with a bullying incident.

Inform the parents that an incident has occurred, and that you are dealing with it and you will get back to them (if necessary).

Step two – talk with the bully (with a support partner)

Record what has happened including who, where, when and what happened from the viewpoint of the bully.

Encourage the bully to describe how they feel with reflective comments such as, "How are you feeling? Why did you act like that? Has someone/something upset you?" For younger children this may involve drawing a picture.

Thank the bully for telling the truth and taking responsibility for their actions.

Ask the bully what they think should happen next. This should include an apology to the victim, a promise not to do it again and an appropriate punishment.

Offer the bully the support of the school counsellor, another member of staff and a pupil friend.

Inform the Head teacher (if they are not the person dealing with the incident) that you are dealing with a bullying incident.

Inform the parents that an incident has occurred, that you have dealt with it and share with them the actions that are being taken.

If the bully is denying that an incident has occurred, proceed to step three.

Step three – talk to any named witnesses and the parents of the bully (if required)

Record what has happened including who, where, when and what happened from the viewpoint of the bully and any named witnesses.

Inform the parents of the bully that an incident has occurred, that their child has denied involvement and ask for their support by speaking to the child at home and reporting to you.

Step four – monitoring the victim and bully

Report to the victim the outcome from the meeting with the bully. This will hopefully include the bully apologising and promising never to do it again and you explaining the chosen punishment.

About a week later, discuss with the victim and the bully, how things have been going. This will allow you to monitor the bullying and the children's well-being. You should also remind both children about visiting the School Counsellor.

Continue to keep the head teacher informed and parents if necessary.

The Role of the Parents

- Stressing to pupils the importance of sociable behaviour and respecting other individuals, without discrimination.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying.
- Actively endorsing and supporting the Anti-Bullying Policy, taking part in questionnaires and workshops.

With our children, we will:

- Regularly canvas children's views on the extent and nature of bullying. This is used to identify specific learning intentions for each class at the beginning of the year. A sample of children are taken across the whole school to complete surveys.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites through the school website, newsletter etc.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

With our parents and carers we will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats, including school website, newsletters etc. (see Appendix 1).
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Offer parents to be part of our termly Parent Council, with children, governors and staff.

Bullying outside of school

If a parent reports an incident of bullying that takes place outside of the school gate i.e. walking to and from school, use of IT technologies, the school will recommend that the parent seeks advice from the Community Police Team. The school will make a record of the alleged incident and offer the services of a School Counsellor, (ELSA or Sandbox Therapist) to the child.

Evaluation Procedures

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance:

- Variations in number of reported incidents over a given period
- Variations of bullying natures such as discrimination (e.g. racist, disability, gender)
- Variations in the number of pupil days lost which are suspected to arise as a consequence of bullying
- Written/ online surveys carried out with KS2 to praise kind behaviours and continue to raise awareness of issues needing to be tackled.
- Any marked improvement in academic performance, which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- We aim to celebrate our success by receiving the BIG award. This will demonstrate our commitment to tackling negative behaviours in order to nourish our caring ethos.



Conclusion

All staff, pupils and parents have an active part to play in preventing and dealing with bullying. Through our School Council meetings, which then lead to class meetings, ALL children in our school have a voice. Our aim is to provide a learning environment free of any threat or fear underpinned by the notion that bullying does happen but we will not ignore it; bullying has no place in our school; it is always right to tell.

Appendix 1: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- BIG (Bullying Intervention Group) :<https://www.bullyinginterventiongroup.com/big-resources/>
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Equaliteach : www.equaliteach.co.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

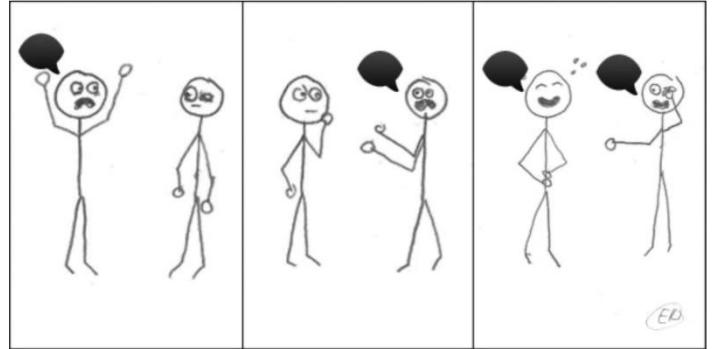
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 2: Peer Mediation

How are you feeling?



Explain to me what happened.



Listen to the other person.

(Do step 1 and 2 with them.)

Put it right and agree a solution together.

