



*Roman Road Primary School
Anti-Bullying Policy – 2021*

Reviewed by Roman Road Primary School:

July 2021

Agreed by the Governing Body:

November 2021

Date next full review is due:

July 2023

Roman Road Primary School Anti-Bullying Policy – 2021

Introduction

It is every child's right to attend school without feeling threatened by bullying behaviour. Any form of violence and/or bullying behaviour will not be tolerated, in any form whatsoever, by staff, parents, pupils or governors.

Roman Road Primary School accepts only the highest standards of behaviour. This is achieved by encouraging high standards of self-discipline, sharing issues and incidents with adults and by promoting an atmosphere of independence, trust and caring. This enables each individual to attain a sense of value and self worth and promotes the recognition and consideration of the feelings of others. Through this school ethos we develop positive behaviour actions and discourage negative actions which lead to bullying.

Rationale

The education Act (1986) requires the Head Teacher to be responsible for maintaining acceptable standards of discipline and behaviour and for regulating the conduct of pupils within the principles set down by the governing Body. The Education Reform Act 1988 requires schools to provide a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development. As part of this requirement the school must uphold certain values including those which reject bullying.

There are also a number of practical reasons why bullying must be addressed in school:

- The safety and happiness of the pupils is important to their continuing self-confidence and self esteem.
- Educational achievement may be negatively affected.
- Providing a model for helpful behaviour where bullying is seen to be ineffective and unacceptable
- Promoting the school as an effective and caring environment by dealing positively and effectively with bullying.

Definition

- **Bullying is the wilful, conscious desire to hurt, threaten or frighten someone and is repeated over time.**
- **Those who are bullied find it difficult to defend themselves.**

Bullying takes many forms but the main types are:

Physical – hitting, kicking, taking and destroying belongings

Verbal – name calling, insulting, making racist, sexist and other personal comments – emotional distress, racial and/or sexual harassment

Indirect – spreading hurtful rumour and gossip about someone or excluding them from social groups.

Other forms – rude gestures, intimidation, deliberately damaging another's schoolwork or equipment or taking money by force, phone, internet or other electronic bullying.

Bullying can be linked to prejudice including:

**Race, religion or culture
Gender**

Disability or special needs

Mental illness

Homophobia

Or other perceived difference such as appearance, chronic illness or family circumstance

In accordance with The Equality Act 2010 we work to prevent all discrimination.

Bullying can be linked to other safeguarding issues:

Drugs

Child sexual exploitation (CSE)

Neglect and sexual, physical or emotional abuse

Radicalisation

Bullies get a great deal of pleasure from someone else's pain, fear and humiliation.

Aims

1. To ensure bullying behaviour is taken seriously.
2. To promote a feeling of confidence and safety throughout the school.
3. To develop attitudes of responsibility.
4. To co-operate with parents and community to prevent or deal with bullies and bullying.
5. To develop positive behaviour and discourage negative actions.
6. To raise awareness of procedures to deal with bullying behaviour including asking the advice of professionals.
7. To make staff more vigilant and responsive to bullying behaviour.
8. To ensure educational achievement is not affected by bullying behaviour.
9. To keep children safe and to safeguard them.
10. To give children strategies to 'beat the bullies'.

Preventing Bullying

School can support parents and children in reducing bullying incidents by:-

- Listening carefully to children, parents and staff.
- Monitoring behaviour of children in and around school
- Maintaining high expectations of every child's achievement and behaviour.
- Staff keep bullying logs of any reported incidents.
- All parental concerns are logged and followed up appropriately.
- Good behaviour is rewarded and praised.
- Exemplary behaviour is modelled at all times.
- The use of offensive language, whether intentionally offensive or not e.g. homophobic, racist and sexist, is always challenged.
- Developing pupils' self esteem, empathy and sense of responsibility for self and others.
- Developing an ethos in which everybody understands the un acceptability of colluding with bullying when it is observed.
- Ensuring positive adult role models.
- Using playground buddies to support vulnerable children.
- Introduction of Bullying Intervention Team where 2 members of each class are elected to represent their class on an anti-bullying council. They discuss general concerns that may have arisen in their classes and together they try, along with members of staff, governors and some parents to find solutions. Meetings are held once every half term.

Be aware of those times when bullying is most likely to occur:

Playtimes
Lunchtimes especially when it is wet and children are indoors
In toilets or cloakrooms
At the beginning or end of a day when children may be unsupervised.
Children standing around the corners of the building
When children have mobile phones
Other electronic bullying (largely at home) which can cause problems in school.

Ensure that children are closely supervised at all times. Supervision includes initiating play, talking to children, scanning the area for signs of a problem. Encourage children to always immediately tell an adult if they feel they are being bullied.

If a problem is suspected, it will be investigated quietly and calmly. All staff will be made aware of those children who have previously been involved in bullying so that this will not recur.

Bullying will be dealt with immediately to ensure that there is no repetition of the bullying behaviour.

Bullying Logs

Children know that they can report bullying incidents by talking to their class teacher. Each class have their own log where any incidents of bullying behaviour are logged. Bullying logs are completed by staff and will include the names of the pupils involved, the nature of the bullying, a description of what has occurred and actions taken. These are monitored termly by named governors and members of the SLT. Parents are informed about actions taken and staff are given information on a 'need to know' basis i.e. if a member of their class is involved or if lunch time staff, supervising children in the playground, need to monitor the behaviour of individuals. To prevent further incidents occurring, involving the same perpetrators, intervention and mediation by staff, particularly at playtimes, is put in place. In addition, parent concerns are logged in a central file in the head Teacher's office. These concerns must include the name of the parent and their child, the nature of the concern, actions taken and any necessary follow up. This is in accordance with the school's Complaints Policy.

Through our teaching, the curriculum and our own professional development we aim to reduce the chances of bullying through-

- A planned programme of education about bullying to all pupils, i.e. through circle time, PSHE, a structured curriculum and through cross-curricular themed approaches.
- Seeking to learn from anti-bullying good practice elsewhere and utilise the support of the local authority and relevant organisations where appropriate.
- Planning and delivering lessons during National Anti-bullying Week to raise the profile of the effects of bullying and the many different strategies which can be used to combat bullying.
- Ensuring circle time has a clear focus.
- Involving the Community Police Officer in assemblies and class or group discussions on bullying issues.
- All staff and pupils are also committed to achieving and maintaining the Big Award, a national anti-bullying award.
- All staff are committed to teaching British Values.

Children will also be given an 'Anti-bullying toolkit'. This is a child friendly card for children, made by children, which enables them to recognise the signs of bullying and also provides them with strategies to deal with it. The main message from this is to **tell someone**. From specialised training, staff can also offer strategies to help children. These include:-

- Not 'rising' to the bully's taunts.
- Using the phrase 'Whatever' to avoid giving the bullies the reaction they desire.
- Positive thinking, 'I can and I will'.

Prejudice driven bullying

As we are on our way to becoming a Rights Respecting school and with reference to our Equality Policy, we ensure our curriculum is driven by the need to make pupils aware of differences in race, religion and culture. Through discrete teaching, pupils are made aware that comments linked to race, religion or culture can be offensive and derogatory. Being a primary school, homophobic and sexual bullying are less common but pupils are taught about the effects of using unacceptable and inappropriate language to describe those of different gender or sexual persuasion.

Bullying of a racist nature is recorded in a separate Hate incident log. The school adheres to local authority guidelines and incidents are immediately reported to the head teacher who must then inform the LA via the hate incident log.

We bring to the fore, prejudice driven bullying by providing opportunities for pupils to understand what acceptable behaviour is. Pupils are educated through PSHE, assemblies and drama to raise awareness, with discussions about differences between people and the importance of avoiding prejudice. From an early age, pupils in EYFS, using stories, dolls, puppets etc are introduced to differences in simple terms like skin colour, culture and disabilities, to develop their acceptance of diversity as stated in our Equality statement.

Procedures

The school operates an open- door policy and staff can be contacted freely via phone, in person at an appropriate time in the school day or via home-school diaries.

If a parent or carer or a member of staff believes a child is a victim of bullying, this is the advised course of action:

- Contact the class teacher. The concern will automatically be logged on the parent concern form.
- The concern is shared with the head Teacher.
- The incident will be discussed with each child separately.
- The victim is supported by making sure s/he is listened to, telling him/her that we are treating the incident seriously, describing how the incident will be dealt with. Also the parents of those involved, including the victim and the perpetrator are informed of the actions to be taken.
- The child who is being accused of bullying will then be spoken to and the reasons why we are speaking to them will be outlined. The teacher will not make immediate judgements and must stay calm.
- Both pupils meet together, if appropriate, in order for mediation to occur. Mediation involves the teacher initially listening to each individual without speaking to avoid pupils perceiving they are being judged. Teachers then give pupils the opportunity to suggest their own solution to the issue and will offer guidance if necessary, as to how to resolve the situation.
- A further discussion with the head Teacher occurs.
- The children involved in the behaviour continue to be monitored by all staff, including lunch time staff who will be informed of any issues.

- The class teacher or a member of the SLT will feed back to parents and a meeting will be set up if required.
- If a parent is not satisfied with the outcome, they can use the school's complaints procedure and Governors will assist with this.
- Parents also sign the home/school agreement when children first start school which states that bullying of any type will not be tolerated in our school. This includes prejudice-driven bullying.

What to look for

Children who are being bullied may display the following:

- Have no close friends
- Be shy,
- Be of a different racial or cultural background.
- Be SEN
- Be different in some obvious way
- Be unknowingly provocative e.g. barging into games or being a nuisance
- Try to move away from an aggressor
- Be frowning, unhappy or angry
- Not be allowed to take turns
- Attract the attention of other pupils

The social relationships between children will be observed in a variety of situations so that potential problems or children with a tendency to bully, can be dealt with.

The school will develop co-operative behaviour and use rewards to promote self-esteem and self-confidence.

Further action in the case of serious or persistent bullying.

- A serious incident or persistent bullying would be reported to parents. In this situation, remain calm and explain clearly the situation and action taken.
- Develop a plan with staff and/or parents to deal with persistent bullying behaviour.
- Log incidents of persistent bullying and record actions taken. This can be used to develop anti-bullying strategies or an action plan for an individual child.
- Draw upon the expertise of outside agencies to support prevention of further bullying.
- Exclusion can be used but this will only be used when all other ways of modifying bullying behaviour have been exhausted.

Procedures

The following are **normal procedures for any kind of bullying incident which, is observed or reported.**

- Listen to the child
- Decide whether it is a situation you should deal with or whether it should be referred to another authority
- Remain calm, you are in charge
- Take the incident or report seriously and investigate carefully with all concerned
- Decide on the action to take
- Take action as quickly as possible
- Reassure the victim(s) and offer concrete help, advice and support
- Ensure the bully is aware of your feelings and that this behaviour will not be condoned or accepted.

- Encourage the bully to see the victim's point of view
- Decide on the appropriate sanctions and explain what these are and why they are being imposed. Bear in mind the kind of bullying being dealt with when deciding on sanctions.
- Inform the head Teacher or other appropriate people of the situation and action taken.

Remember there are different kinds of bullying and therefore the response may be different. For a one- off incident where no physical harm has been done then the response will be firm but the sanctions mild. Where there is serious damage to people or property then the response will be firm and the sanctions imposed much more severe.

Electronic bullying is an increasing problem. For this reason, mobile phones are not allowed in school. Where children have phones, they will be kept safely in the school office for collection by an adult. For the safeguarding of all children, staff mobile phones are switched off and parents and visitors are requested to turn off mobile phones or other electronic devices while on school premises.

Incidents of internet bullying will be dealt with as they arise and will involve parents, police and other agencies as appropriate.

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Intervention Strategies

The use of drama or role play about bullying as part of the curriculum.

Support and reassure new children in school.

Achievable targets should be set for children who use bullying behaviour.

Use all possible means of developing self-esteem and self-confidence.

Use of resources e.g. video materials, CD's and other forms of training for staff and parents.

Themes in assembly and collective worship e.g. bullying, trust, conflict, friendship

Promoting positive values and attitudes through PSHE and Citizenship and through the use of display.

Reward systems in classes and throughout the school e.g. Froggits and the FROG factor.

Rights Respecting based class charters are displayed in all classrooms.

Regular staff training is undertaken which includes training on cyber bullying and e-safety along with acceptable use of ICT.

Regular buddy training.

Regular friendship workshops in upper KS2.

Encouraging children to:

- Include each other in their games and activities and never exclude anyone.
- Tell an adult if someone is being bullied.
- Show disapproval by not looking on, laughing or smiling
- Tell bullies to stop.

This policy interacts with the following policies:

Behaviour and Discipline
Inclusion
Equality
Acceptable use of ICT.
Safeguarding
Child Protection

Monitoring and Review

The school Bullying Policy will be reviewed annually or at such time as shown in the School Improvement Plan in consultation with staff, the anti-bullying intervention team (this includes parents and governors). Incidents of bullying and how they were resolved will be monitored. Anonymous pupil surveys will continue to be carried out in the whole school as well as anti-bullying intervention group meetings. This information will also be used as evidence for part of the Healthy School Award. Governors will be informed of any changes to policies as well as any findings from pupils surveys.

INFORMATION FOR PUPILS

WHEN YOU ARE BEING BULLIED

- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

AFTER YOU HAVE BEEN BULLIED

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened.

WHEN YOU ARE TALKING ABOUT BULLYING WITH AN ADULT – BE CLEAR ABOUT:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

ROMAN ROAD PRIMARY SCHOOL

BULLYING INCIDENTS

<u>Date</u>
<u>Notified by</u>
<u>People involved</u>
<u>Description of incident</u>
<u>Action taken</u>
<u>Information to</u>

Appendices

School Trips

There will be a high pupil teacher ratio for out of school trips. Children who are likely to disrupt or cause problems will be supervised closely by a member of staff. For the health, safety and welfare of all, we may take the decision not to take such children on out of school visits. This will only be done after all possible means of enabling the child's participation have been exhausted. The matter will be discussed with parents. Suitable work will be provided for the child in this eventuality.

Proactive Strategies

- Modelling positive behaviour for pupils by all adults
- Listen carefully to and support pupils, parents and staff
- Monitor pupil behaviour carefully in and around school
- Recognise behaviour change and early signs of distress.(e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear
- Organised initiatives (e.g. buddying system, peer counselling, peer mediation, lunchtime club, circle of friends)
- Curriculum approaches, promoting understanding of bullying issues through drama, art PSHE, RE and pastoral group work
- Draw on the expertise and experience of outside agencies and other schools
- Increase vigilance at times of transition and other unstructured times of the school day