

Stanley Primary School

Anti-bullying Policy

Version Number	3.1	
Scope of Document	Personal Safety	
Objective	To ensure Stanley Primary School is a safe and happy place for everyone	
Links to other policies	Equalities Policy, Behaviour To Learn Policy, Child Protection Policy	
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The DfE defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The Anti-Bullying Alliance (ABA) defines bullying as:

The repetitive, intentional hurting of one person by another (or others) where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Bullying can take many forms: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, cyber bullying, including inappropriate text messaging and emailing, social networks, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Through our Behaviour Policy, curriculum and relationships in school we hope to achieve a caring, co-operative ethos at Stanley Primary School. We do recognise however that incidents may occur in school from time to time that may be defined as bullying. We define bullying as repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We are a 'TELLING' school. This means anyone who knows that bullying is happening is expected to tell a member of staff.

Possible safeguarding risks should be passed on to the Designated Safeguarding Lead. Further advice may be sought from the Police Awaken Team or Social Care duty desk.

Aims and Objectives

- To ensure the needs of all pupils are met.
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- To have clear procedures for responding to incidents of bullying so we have a consistent response to any bullying.
- We aim, as a school, to produce a safe and secure environment where all, whatever their gender or ethnic group, can learn without anxiety.
- We aim to make all those connected with the school (parents, pupils, Governors) aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- We must investigate **ALL** reported incidents to check that bullying is taking place as opposed to bossiness, general falling out, boisterous play and as to whether

children are the actual bully or an onlooker. We take bullying seriously and all reports will be investigated.

Sanctions

- Mild sanctions (e.g. loss of play or reprimand) will be used in responding to one-off incidents of bullying behaviour.
- If bullying is found to be persistent, or results in damage to persons or property, parents of both the victim and the bully will be involved.
- Exclusion will only be used as a last resort when all avenues of help and contact have been used. For this reason records of bullying will be kept by the school. School will report incidents of bullying on the Local Authority system.

Curriculum

We will teach social behaviour by drawing on incidents as they occur in the daily life of a class.

We must also assume an increasing role in teaching social skills in a conscious and systematic way through the Personal, Health and Social Education (PHSE), SEAL and Circle Time. E-safety will be taught in class.

Literacy and links within other topics will also be used to discuss issues of behaviour.

Curriculum is supported by Community Police Officers, Theatre Groups etc.

Staff will make children aware of cyber-bullying and how they must report it. Pupils participate annually in Anti-Bullying week in November.

- Enable pupils to understand what bullying is
- Promote positive attitude towards behaviour
- Provide increased understanding about the implications and consequence of bullying
- Enable pupils to identify sources of personal support
- Encourage children to tell an adult and not to suffer in silence

Things to look out for:

- Signs of distress / unexplained tearfulness
- Deterioration of work
- Isolation
- Erratic attendance
- Feigned illness
- Desire to remain with adults
- Cuts and / or bruises
- Appears nervous when a text or cyber message is received

Whilst all these can be symptomatic of other problems they must be investigated.

The Role of the Teacher

Listen carefully and record incidents on behaviour record sheets as necessary. Offer victims immediate support. Make use of other adults, eg. Learning Mentor to talk to the child if necessary. Victims often need their self-esteem raised to counter feelings of inferiority and guilt. Make sure that the victim knows whom they can talk to in confidence. Pupils need to know that there is nothing wrong with them.

Make the unacceptable nature of the behaviour clear to the bully, his/her parents and other children.

Use other pupils as a positive resource in countering bullying. Pupils can be used to help shy children or newcomers feel accepted. Explain to others that watching and doing nothing can suggest support for bullies and that they must inform an adult immediately if they suspect bullying is taking place.

Follow up each case to ensure that the victim is given as much support as possible and to prevent a recurrence of the behaviour.

Bullies may need help to show them that they can work with others rather than being confrontational. Always praise non-aggressive behaviour when this occurs.

Try to remain neutral and avoid direct closed questions which might be perceived as accusatory. Give each pupil an opportunity to talk but keep the discussion focused on finding a solution and stopping the bullying from recurring.

Reported incidents near the school or on the children's way home or to school may also be recorded if evidence is known

Devise strategies with parents that will help the child and provide support inside school and on the journey to and from school.

All staff routinely attend training, 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 TAs and Non-teaching Staff

Support staff are expected to follow all policies and support children as outlined above.

Staff will attend relevant training.

All incidents observed by or involving support staff should be reported in the first instance to the class teacher concerned and the Headteacher if support staff are concerned.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from Stanley Primary School. It requires that any incidents of bullying in school that do occur are taken very seriously and dealt with appropriately.

Where incidents are reported to Governors, the Governor must notify the Headteacher.

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.

Monitoring and Review

This policy is monitored on a day-to-day basis by the SLT, who reports to governors about the effectiveness of the policy on request.