

Anti-Bullying Policy

Approved by: Headteacher
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Knowledge



Spark



Humanity



Grit



Team

Anti-Bullying Policy

What is Bullying?

Bullying is defined in the following way (Preventing and Tackling Bullying July 2017):

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying is, therefore:

- Deliberately hurtful

➤ Repeated, often over a period of time

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Text messages that are derogatory and/or abusive, rumours, publication of embarrassing pictures and videos, publication of fake profiles.

Aims of the Policy

- To be proactive in ensuring all children are happy and feel secure in school
- To reduce/stop bullying incidents
- To increase the likelihood that incidents are disclosed to responsible adults
- To ensure that children who experience bullying receive additional support where required
- To intervene effectively when bullying happens

The Ethos of the School

Clapgate Primary School aims to be a safe, warm and supportive place in which to work, learn and play. We promote positive, progressive and tolerant ethics and we celebrate diversity. We recognise that bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, we can help to create a safe environment where pupils are able to fulfil their potential.

We review our anti-bullying policy and practice on a regular basis.

- We support staff to promote positive relationships to prevent bullying
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this helps us to develop effective strategies to prevent bullying and provide appropriate support
- We will intervene by identifying and tackling bullying appropriately and promptly

- We ensure that our pupils are aware that bullying concerns will be dealt with sensitively and effectively
- We expect all members of the community to work with the school to uphold the anti-bullying policy
- We will report back to parents/carers regarding concerns about bullying and deal promptly with complaints
- We will seek to learn from good anti-bullying practice elsewhere
- We will utilise support from the Local Authority and other relevant organisations when appropriate

Staff are aware that it is during unstructured times such as playtimes and lunchtimes that children may feel vulnerable. All areas are well supervised at playtimes and children are encouraged to talk to our restorative practitioners or any member of staff about any concerns they have.

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

In school, we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.
- Lessons, as part of our curriculum, discussing bullying – referring to social and emotional aspects of learning in our PHSE curriculum.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Drop-ins for vulnerable children from the pastoral team to ensure all children feel safe in school.
- Pastoral weekly meetings, analysing and cross-referencing behaviour forms/ staff concerns and parent concerns.
- Staff involved in weekly briefings where clear messages can be shared among staff to share any information needed to ensure all children feel safe.
- Seeking the views of parents through annual surveys and following up on any concerns raised.

What do we do if there are concerns that a child may be being bullied?

Parents can be assured that the school takes all reports of bullying very seriously. Parents/carers should, in the first instance, report any potential bullying to the class teacher who will investigate the concerns, record this on CPOMS and contact the families involved promptly. If after receiving the class teacher's response the parents/carers are still concerned, they should contact a member of the leadership team. The same procedures should be followed if it is a staff member who is concerned about a child.

If a child approaches a member of staff and says that they feel that they are being bullied, the member of staff should always take time to listen or pass this on to a member of the therapeutic

team or leadership team for this to be investigated promptly. All conversations will be recorded on CPOMS and parents will be informed.

Members of the leadership team are automatically alerted to any incidents of alleged bullying and will discuss concerns with staff as appropriate.

We will always talk to children about what we are doing to address any incidents of alleged bullying or bullying and involve them in decisions. All children involved (victims and perpetrators) will always be given the opportunity to give their side of the story. We will hold restorative conversations (see behaviour policy) to ensure that victims can explain their feelings, and perpetrators can understand the impact of their actions and change their behaviour.

Staff will monitor and review the situation at appropriate intervals. Parents/carers will be invited into school if the issues are not resolved. Children will be encouraged to talk to staff immediately if incidents are repeated and we offer children a range of ways to monitor how they are feeling (for example check-ins or books to record how they are feeling).

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to and involvement of specialist external support services.

Clapgate Primary School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily on a “case by case” basis. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy’s effectiveness through the Headteacher’s Report. They will take into account comments from parents and their own perceptions when visiting school.