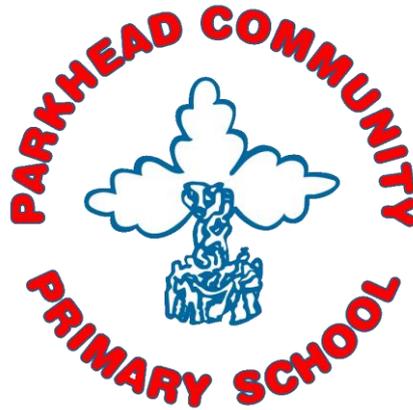


# Parkhead Community Primary School



## School Policies

### Learning & Teaching Policy

### **Anti-Bullying Policy 2020-2021**

Date Reviewed by Staff:	Nov 2020
Date Reviewed by Governors:	Nov 2020
Date of Next Review Process:	Nov 2021

## Anti-Bullying Policy

### Rational

We believe that each individual has the right to feel and be safe, to learn, and to be treated with respect and valued. Everyone at Parkhead Primary School has pledged to prevent all forms of bullying. We aim to create a safe, happy, stimulating environment for all our children. If problems of bullying so arise and satisfactory outcomes are to be achieved, then school and home must work together.

### Aims

- To ensure that everyone understands what bullying is.
- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To raise awareness of the effects of bullying through the curriculum, assemblies and other enrichment opportunities eg Theatre Company visits, NSPCC, Show Racism the Red Card..
- To address the issue as a whole school and be aware of the issues surrounding bullying.
- To give all children the strategies to communicate effectively without resorting to bullying.
- To enhance self-esteem of the victims of bullying.
- To encourage pupils to take responsibility for their own behaviour and to promote positive behaviour through recognition and rewards.
- To encourage bullies to think about their behaviour and take responsibility for their actions.
- To raise awareness of the possible “signs and symptoms” of bullying.
- To identify procedures for preventing and dealing with incidences of bullying in school and address all bullying incidents effectively.
- To identify support mechanisms for both the pupil who has been bullied and the pupil who is bullying.

### Principles

We recognise that some pupils may come from home environments where bullying behaviour is deemed to be acceptable and this may cause them to mirror the attitudes of the adults caring for them.

We recognise the need to help pupils and parents to discriminate between “one-off” incidences of unacceptable behaviour and actual bullying.

All incidences of bullying will be thoroughly investigated, logged and appropriate support given.

The Governing Body will be regularly updated on issues of bullying.

LA, community police and other agency involvement will be sought where, despite sanctions being imposed, bullying continues.

Commitment will be sought from pupils, parents, staff and Governors in making our school a bully-free zone.

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### Guidelines

Head teachers and governors have clear legal responsibilities to ensure the safety of children and young people and to prevent all forms of bullying.

The Equality Act 2010 also requires schools to eliminate unlawful discrimination, harassment and victimisation.

### Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

### What Is Bullying?

Bullying is anything that is intended to hurt or belittle someone; makes them feel ashamed, isolated, unhappy or afraid.

### We define bullying as:

Repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power.

(Definition by Anti-Bullying Alliance)

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Direct or indirect Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying - All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

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Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

### **Bullies and Victims**

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### Prevention

At Parkhead Community Primary School we use a variety of methods for helping children to prevent bullying through class assemblies, PSHE and Citizenship lessons, the school Vision and Assembly Themes, Anti-bullying Alliance online training and workshops for staff and pupils, Anti-bullying week focus, E-Safety assemblies and workshops, Kidscape workshops, Worry Box, NSPCC workshops and involvement from Show Racism the Red Card.

Children are also consulted through in-school pupil questionnaires. The results of these questionnaires are promptly responded to by staff and issues raised are discussed at Anti Bullying Ambassador meetings.

The ethos and working philosophy of Parkhead Community Primary School means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded through the use of Class Dojos.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Take part in Anti-Bullying week.

Staff to follow the equality policy; welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Staff will respond to bullying outside of school by closely monitoring the situation within school time and liaising with parents and the relevant agencies/services.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying

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- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that bullies are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep or Anti-Bullying Ambassador
- Tell a teacher or adult whom you feel you can trust
- Go to a Playground Buddy or Playground Mediator
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

### Strategies to combat bullying in our school

#### Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

#### Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then to help resolve the problem.

#### Buddy systems

KS2 children are given training on how to be Playground Buddy/Peer Mediator and look after other children on the yard.

KS1 children are given training on how to be Mini Buds and look after each other on the yard.

#### Mediation by adults

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

#### Assertiveness training groups

From time to time we will involve outside agencies with Assertiveness Training for Groups. This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name calling
- Staying calm in difficult situations
- Getting help from onlookers
- Boosting self esteem

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### Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's behaviour policy.

These sanctions will include:

- Removal from the group
- Withdrawal of break or lunchtime privileges
- Time in the consequence room
- Banning the pupil from a school trip or sports event if these are not an essential part of the curriculum
- Parental Involvement
- Internal exclusion
- Fixed period exclusion

In the case of provable, persistent and violent bullying we will normally seek to permanently exclude the bully.

### Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

### Records

The school will keep records of all incidents and the school's response on CPOMS. These will include actions taken, outcomes and review dates. In the event of racist bullying this will be reported directly to the Headteacher (Mrs Bailey) and a racial incident form will be completed, as well as being recorded on CPOMS. Any incidents of bullying should also be passed on to Mrs Mordue who has responsibility for coordinating Anti bullying within school.

### Advice to bullied pupils

We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching and specifically PSHE ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can

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

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

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

### **The role of parents**

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

From this, sanctions and outline plans will be agreed.

We will follow up the bullying child's behaviour and further bullying will result in further sanctions.

We will ask parents to contact the school if they suspect their child is being bullied.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Record what the child says

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- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher as soon as possible

### Working with Parents whose child is being bullied

- We will work with parents to put together an action plan which clearly states actions to be implemented, identifies person (s) responsible for actions and how these actions will be monitored
- Regular meetings will take place, where appropriate, to report back to parents and to check whether they feel the bullying has stopped and their child is happier.

### Role of Governors

- The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body reviews the effectiveness of the school policy regularly.

### Monitoring and Review of Policy

The policy will be reviewed annually by staff, children and governors. Feedback about the policy in action will be sought from staff, families, children and the governors. These views will be used to inform and update the school's anti-bullying approach. Views from parents will be gathered through questionnaires, surveys and at parent forum meetings.

Analysis from CPOMS logs will be shared with Governors via the Head teacher report to governors which will allow the impact of the policy to be measured. The analysis of the responses to the Anti-Bullying Alliance questionnaires which are completed by pupils in KS2 in the Autumn term will also be shared with governors and the subsequent analysis in the Summer term. This will demonstrate the impact of the policy and actions on pupil's views and perceptions of anti-bullying work.

Please read this policy in conjunction with the following:

- Behaviour
- Safeguarding
- Child Protection
- Acceptable use of ICT
- Equality
- E-Safety

### HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Child Law Advice	0300 3305480
KIDSCAPE Parents Helpline (Mon-Wed, 9:30am-2:30pm)	020 7823 5430
Family Lives	0808 800 2222
Youth Access	020 8772 9900
NSPCC	0808 800 5000

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[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website for a copy of their free leaflets and resources at [www.kidscape.org.uk](http://www.kidscape.org.uk). Here you will also find further support, links and advice.

**Signed:**

**Date:**