

# ANTI-BULLYING POLICY

## Policy Monitoring, Evaluation and Review

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| <b>Author:</b>        | A.Snell        |
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## Revision History:

| Version | Date          | Author  | Summary of Changes:           |
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| 1.0     | November 2021 | A.Snell | Policy updated to this format |
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## Rowlatts Mead Primary Academy Anti-Bullying Policy

### Policy Statement

This Policy is written with reference to current government guidance on Preventing and Tackling Bullying (DfE 2014)

### Definition of Terms

What is bullying?

**'a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or Psychological harm to the victim'**

Source: Don't Suffer in Silence DfES.

### Our school ethos in relation to anti-bullying

Rowlatts Mead Primary Academy is committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and safe atmosphere.

Our School Rules are

- Do Challenge Yourself
- Do be kind and Gentle
- Do show respect
- Do Listen

Bullying of any kind is unacceptable at this school. If bullying should occur, all pupils will feel empowered to report the incident, knowing that they will be listened to, and that there will be prompt and effective action taken. We are a *telling* school and anyone can have confidence to report bullying. We enable children and adults to come forward as we promote Start Telling Other People S.T.O.P.

### Our agreed definition of bullying

*"Bullying is the use of aggression with the deliberate, targeted intention of causing repeated hurt, pain and distress to another person, over a period of time. It is different from other types of aggressive behaviours, such as fighting, defiance, and rage, and is much more serious than a one-off incident. It is also different from falling out with friends, playing unkind jokes and pranks and getting into arguments, which are part of occasional friendship breakdowns, and where normal social skills can rebuild the relationship. A simple way of expressing our definition of bullying is Several Times On Purpose S.T.O.P. "*

*Bullying can be:*

| Type           | Examples  |
|----------------|---|
| Emotional      | Being unfriendly, excluding, tormenting                                   |
| Physical       | Pushing, kicking, punching, pinching, biting, hitting                     |
| Discriminatory | Homophobic, racial, religious or disability taunts/gestures               |
| Verbal         | Name calling, teasing, threats, insults                                   |
| Material       | Taking belongings without permission, damaging belongings, extortion      |
| Sexual         | Unwanted/inappropriate touch, can be gender related                       |
| Cyber          | Misuse of electronic technology, emotional/discriminatory bullying online |

*Bullying may cause signs of distress in a victim. This is an extensive but not exclusive list:*

- Physical injuries
- Possessions lost or damaged
- Withdrawal/lack of confidence
- Deterioration of work
- Erratic attendance
- Feeling ill in morning
- Not liking school
- Hurting siblings at home
- Bed wetting/ having nightmares
- Desire to stay close to adults
- General change in behaviour

## **How we involve everyone in anti-bullying issues**

### **Parents/Carers**

They should read the policy from the website and then to come and talk to the Class Teacher or Principal with any issues relating to bullying. The Class Teacher or Principal may ask Parents/Carers to come and talk to them should there be a reason to involve them in a discussion. Parents/Carers are asked to inform the school about any bullying they witness before and after school, which is pertinent to matters within the school community.

### **Staff/Governors**

All Governors and Staff have been involved in drawing up this policy and have ownership of it. They attend regular meetings and discuss incidents so that the essence of this policy is carried out on a day to day basis in reality. Here lies the crux of this policy, in that it is in the hands of every adult working in this school to implement the action in reality. It should be noted that there is always the possibility that a member of Staff or Governor is involved in bullying, and this should be reported, to the Principal, or Governing Body immediately some evidence arises.

### **Pupils**

Regular teaching in the PSHE and Citizenship programme of study involves pupils in our school ethos that bullying will not be tolerated. Pupils can feel involved in anti-bullying issues as they are taught to work co-operatively with each other. Children will know the S.T.O.P procedure.

## **How we inform everyone about anti-bullying issues**

### **Parents/Carers**

They are requested to see the Class Teacher or Principal should they be involved in a bullying issue. It is vital that the school works with Parents/Carers so that permission for bullying is not supported from home. Leaflets are available for Parents/Carers to raise awareness and suggest sensible advice on what to do.

### **Staff/Governors**

They are informed through meetings when these issues are discussed including the monitoring of CPOMS categories. They are informed of their responsibilities and the part they play in the success of this Policy.

### **Pupils**

Regular teaching about anti-bullying informs all pupils. S.T.O.P. and Helping Hand resources are used by teachers. Also individual pupils will be reminded by the Class Teacher in cases where extra input is needed. All pupils will know that they can approach any adult in the school and tell them what has occurred. All pupils can share the responsibility to tell an adult, if they are a bystander to an incident, even if not directly involving them. Again, there are leaflets available for a Parent/Carer to take to help their child if they are involved in bullying.

## **Our Strategies for preventing bullying**

An ethos of good behaviour is the key to success in preventing bullying from arising in the first place.

1. We have a Policy for PSHE and Citizenship and a Programme of Study unique to this school which underpins everything and everyone at Rowlatts Hill Primary School. The Anti-Bullying Policy is like an appendix to the more general Policy which captures all the strategies this school employs to ensure the social and emotional wellbeing of pupils. Also, the school's overall Assertive Mentoring Policy, which incorporates all types of anti-social behaviours, covers aspects pertinent to bullying. The three Policies need to be read in conjunction, so that the wealth of strategies put into practise for preventing bullying can be seen. This accounts for the outstanding safeguarding and pupils' spiritual, moral, social and cultural development credited by Ofsted.
2. Here is a flavour of the strategies employed to help children work and behave co-operatively, in order to minimise the possibility of bullying taking place:
  - PSHE teaching programme- active teaching with role play/drama/stories/mindfulness
  - The RE teaching programme
  - Safeguarding/equal opportunities
  - School Rules
  - Overall Assertive Mentoring Policy and documents
  - Circle Time throughout EYFS, KS1 and KS2
  - PLT discussions (Class Champions in each class)
  - Playground Routines and Spaces
  - National Anti-Bullying week events (November)
  - Physical activity/yoga
  - After School Clubs

3. We also work with families to promote positive behaviours, in order to prevent any bullying on the way to and from school, and outside of school hours.
  - Information to Parents
  - Home/School Liaison where needed
  - Home Visits
  - Community Police – PCSO works closely with the school

### **Our reporting of incidents of bullying**

Pupils know to report bullying as they have been taught to *Start Telling Other People S.T.O.P* . They may tell a Teacher, Teaching Assistant, Lunchtime Supervisor, or a Parent/Carer. Friends know to support their peers by reporting on their behalf. Adults then report to either the Class Teacher or Principal. After the lunchtime break all Lunchtime Supervisors have the opportunity to talk to the class teacher. We are a *telling* school and anyone can have the confidence to report bullying.

Once an incident of bullying is reported to the knowledge of the Class Teacher, they will investigate the allegation without hesitation. The Class Teacher will also report the matter to the Principal, and Parents/Carers of both the victim and perpetrator. When an incident is reported first to the Principal, they will report to the Class Teacher, and Parents/Carers likewise. There will be joint action from Class Teacher and Principal. The same procedure will be followed should an out of school incident be reported. If appropriate, the incident will be reported to the Police.

### **Our recording of incidents of bullying**

All incidents of bullying once reported to the Class Teacher are recorded. The Class Teacher records on CPOMS (a Child Protection and Safeguarding Software) a short account of who is involved and what happened. CPOMS keyholders will be alerted. There is a distinction between bullying and other negative behaviours when recording.

The recording of incidents will include

- Who is the perpetrator
- Who is the victim
- The actions of the perpetrator
- The response of the teacher – sanctions/support
- Steps to be taken to help change behaviour
- Support for the victim
- Contact with parents

*It must be noted that writing up the incident is a retrospective action – the immediate response is not to record it but to deal with the children involved.*

### **Our response to incidents of bullying**

CPOMS form the evidence for our response to incidents of bullying. These records and the details of children and events, are discussed with other staff as appropriate, with the SENCO and other Senior Leaders as necessary. The appropriate action and follow-up is checked and evaluated and next steps are agreed jointly. Teachers may put in place additional support in class if they feel it is required to help the child.

At Rowlatts Mead Primary Academy we believe everyone has the right to be treated with respect, and no one deserves to be a victim of bullying. We will listen and respond immediately and with action when a bullying incident occurs. Pupils who bully will be taught to change their behaviour.

We are committed to establishing an environment in our school where there are predominantly positive behaviours.

We take seriously our statutory obligation as a school to tackle bullying. (Education and Inspections Act 2006 section 89)

### **How we support victims of bullying**

- The child who has been bullied needs time and attention from a caring adult.
- The adult needs to listen, to comfort or calm the child, deal with any physical injuries and instil in the child a knowledge that they are going to act upon the information given.
- Often the incident cannot be sorted in a moment, and the victim needs assurance, that the resulting action for the perpetrator will stop a repetition of the bullying and that they feel safe from a backlash for the future.
- The victim needs to be commended for reporting the incident so that they always have the confidence to return should there be a recurrence.
- The child needs on-going checks that all is well and that they feel happy and safe at school once more.
- The Parents/Carers will be kept informed so that they can help their child, and the school can support the family.

### **How we help perpetrators to change behaviour**

- As we do not tolerate bullying the immediate response is to communicate that the actions are wrong.
- If there is an admission of bullying then the adult can work with the child to take responsibility for their actions, apologise and work out a positive follow up with the victim. It is useful to help the child see the others' point of view, "how would you feel if?"
- If there is defiance about the bullying or the perpetrator is unwilling to co-operate in dialogue, there cannot be an immediate resolving of behaviour. Then, the system of sanctions and rewards for follow-up behaviour, will be used.
- If there is a repetition of bullying behaviour, the disciplinary sanctions will be increased and reward targets set. There will be constant monitoring of behaviour so that the bullying does not continue unchecked.
- At some point there must be a genuine apology directly to their victim.

### **Sanctions and Rewards for the perpetrators of bullying**

We have an individual long term programme of varied sanctions and rewards, to understand the anti-social behaviour and support the child and their family, as we seek to change this behaviour. The disciplinary measures will take into account the needs of these vulnerable children and their families, as well as the severity of the bullying. The Principal will make these decisions and may vary the school's response according to an individual situation.

#### Sanctions

- Withdrawal of privileges especially playtime

- Restriction of friendships
- Parents informed
- Temporary exclusion
- Police informed if appropriate

### Rewards

- Commendations for keeping the School Rules
- Sticker Charts or similar
- Class based rewards
- School based rewards/Celebration Assembly

Rowlatts Mead Primary Academy promotes high achievement and learning for life and seeks to enable all children to become independent, self-motivated and caring citizens. Where a child is failing in this goal by bullying others, it is our aim to **help**

*A child who is a bully may well be being bullied.*

## **How we inform the school community about bullying incidents**

It is very important that there is dialogue amongst everyone in our school. High profile children in each class are identified at the beginning of the Autumn Term and are known to all staff. Equally, vulnerable children are identified so that everyone knows who needs a little extra support. Each day, Teaching Assistants, Lunchtime Supervisors, and Class Teachers are talking about the children in their care, and Teaching Staff across the Key Stages report incidents as they occur and these are discussed as appropriate and at weekly Senior Leadership meetings.

As a school we also take responsibility for bullying outside of school hours and off the premises. This will include the journeys to and from school and, increasingly the possibilities of cyber bullying on electronic media. Anyone within our community, can report a bullying incident to us. Many of our children are escorted to and from school by adults, so there are few solitary children which reduces the opportunities for bullying.

## **How and when we train our staff**

All Staff at Rowlatts Mead Primary Academy are vital to the success of this policy and therefore training, and refreshment of training is essential. If teachers feel that they are not well equipped to deal with bullying incidents, in-school training will be put into place to help support them. In addition, there will be regular meetings when issues can be addressed, reminders made and support given.

Any training should emphasise these procedures:

1. To see and ignore an incident therefore supports the bullying
2. To be vigilant for any bullying behaviour
3. To intervene every time bullying occurs, dealing with both victim and perpetrator
4. Praise constantly positive behaviours
5. Follow up – support the victim to prevent recurrence
6. Follow up – positive reminders to the perpetrator

7. Be careful not to bully the perpetrator. This must be emphasised at training sessions that awareness is needed on the issue of adult involvement in bullying

### **The responsible person for anti-bullying**

The person in our school who leads on anti-bullying issues is the Principal/PSHE lead.

Their responsibilities are

- To be available daily for dialogue with Teaching Staff and Lunchtime Supervisors.
- To be available to support the adult first dealing with the incident, if it is not easily sorted.
- To support the victim.
- To talk to the perpetrator about their behaviour.
- To ensure all follow through action is completed.
- To oversee the CPOMS log.
- To promote a positive school ethos so that instances of bullying are kept to a minimum.

### **How we measure the effectiveness of this policy**

The effectiveness of anti-bullying at Rowlatts Hill Primary Academy can be measured by analysis of the CPOMS log. Over time there should be a reduction in the overall number of incidents occurring and a reduction in the number of incidents committed by the same person. Any pattern becoming evident in the perpetrators or victims can then be addressed to ensure that there is commitment by everyone to the essence of this policy, that bullying will not be tolerated.

### **Review of Policy**

This policy was written - November 2021

It will be reviewed every 2 years

Next review - September 2023