

Clive CE Primary School and Nursery

Anti-bullying policy

Context

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy;
- react to bullying incidents in a reasonable, proportionate and consistent way;
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Bullying is defined as:

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

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2009

Bullying can be related to:

- race, religion or culture;
- ability;
- special educational needs or disabilities;
- appearance or health conditions;
- sexual orientation, sexist or sexual bullying;
- young carers or looked-after children or otherwise related to home circumstances;
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language);
- indirect (cyber bullying, spreading rumours, excluding someone from social groups).

It is accepted that bullying may take many forms including:

- physical – hitting, kicking, pushing, taking or damaging belongings;
- verbal – name-calling, insulting, repeated teasing, racist remarks, taunting, offensive comments;
- indirect – spreading nasty rumours, excluding someone from social groups, gossiping;
- visual – producing offensive graffiti, gestures;
- cyber – inappropriate text messaging or e-mailing, sending offensive or degrading images by telephone or via the internet, either to or about an individual or group.

At Clive Primary School we place great emphasis on the pupil's personal and social development which is a fundamental aspect of the education of the whole child.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied **may** demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these 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 belongings 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;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber message is received.

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

Pupils are encouraged to report bullying in this school by telling an adult they trust. They are informed of this through:

- anti-bullying posters developed by pupils;
- feeling stone / tree / boxes;
- circle time;
- assemblies;
- SEAL – "say no to bullying";
- anti-bullying week.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through:

- anti-bullying charter;

- anti-bullying policy available for parents to read on request;
- new parents meetings
- new school year meetings;
- healthy schools work;
- safer schools work.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Legal framework

The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school’s behaviour policy, acting in accordance with the governing body’s statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy must include measures to be taken with a view to “encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils”. As bullying is part of the school’s safeguarding duties to protect children, this policy needs to be read in conjunction with the school’s Child Protection policy. The DCSF guidance (paragraph 3) states that, “Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child’s benefit. The legislation on exclusion in the Education Act 2002 makes clear that “exclude... means exclude on disciplinary grounds”.

This policy is linked directly to the following policies:

- Behaviour Policy;
- Child Protection Policy;
- Confidentiality Policy/statement;
- Equal Opportunities (Race Equality, Disability Equality, SEN policies);
- PSHE policy.

At Clive CE Primary School all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school.

Roles and responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school’s values and practice, and is reviewed annually.

The governors should agree the principles of Shropshire Children’s Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these within the summer term Health and Safety Committee meeting.

The role of the head teacher and staff

1. Policy and procedures

- There is a senior member of staff who leads on anti-bullying:

Name: Mary Lucas **Role:** Headteacher

- All staff are made aware of this policy and its clear links to other key policies through the Staff Handbook and CPD.
- The following steps will be taken by staff when dealing with incidents:
 - if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached;
 - each incident will be investigated thoroughly, sensitively and effectively;
 - a clear account of the incident, actions taken and review date will be recorded by the Learning Mentor. Records will be kept in the 'Learning Mentor File' kept in the school office.
 - relevant staff will be kept informed and if the bullying persists they will record this and inform the headteacher, and appropriate further action will be taken;
 - parents/carers will be kept informed appropriately;
 - appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour;
 - the school will inform the Local Authority of any racist incident, and the headteacher will report annually to the governors.

2. Pupil support

- Pupils who have been bullied will be supported as appropriate by:
 - having time to discuss the incident(s) with an appropriate member of staff at the earliest opportunity, usually one of the learning mentors;
 - being reassured;
 - being offered support;
 - raising their self-esteem and confidence;
 - being encouraged to report further issues;
 - arranging a review date/time to discuss outcomes and appropriate follow-up.
 - signpost families to further support e.g. outside agencies
- Pupils who have bullied will be supported by:
 - having time to discuss the incident(s) with an appropriate member of staff at the earliest opportunity, usually one of the learning mentors;
 - establishing what behaviour was inappropriate and why the pupil became involved;
 - establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy);
 - informing parents/carers of agreed actions, and establishing how they can support;
 - arranging a review date/time to discuss outcomes and appropriate follow-up.
 - signpost to further support and consider involving outside agencies.

3. Parental Support

- Parents whose child is being bullied will be supported as appropriate by:
 - discussion with an appropriate member of staff at the earliest opportunity, usually one of the Learning Mentors;
 - being reassured;
 - being offered support;
 - being encouraged to report further issues;
 - arranging a review date/time to discuss outcomes and appropriate follow up;
 - signpost families to further support e.g. outside agencies

- Parents whose child has bullied will be supported by:
 - having time to discuss the incident(s) with an appropriate member of staff at the earliest opportunity, usually one of the Learning Mentors;
 - establishing what behaviour was inappropriate;
 - establishing clearly what behaviour needs to change and how the school can support this change;
 - agreeing actions with the school and establishing how they (parents/carers) can support;
 - arranging a review date/time to discuss outcomes and follow up;
 - signpost to further support and consider involving outside agencies.

4. Curriculum

- Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, assemblies and subject areas as appropriate.
- The policy will be promoted and implemented throughout the school through posters / Healthy Schools / mapping where children say they feel safe/unsafe / pupil survey results / parent survey results.

5. Adult Bullying

- Please refer to the Pastoral care policy, Whistle blowing policy and Disciplinary/ Grievance procedures.

Monitoring, evaluation and review

- The school will review this policy annually and assess its implementation and effectiveness regularly through the Curriculum and the Health and Safety Committees. Record of incidents will be monitored by the Headteacher every half term.

Reviewed and Adopted by the Curriculum Committee of the Governing Body on

22 March 2018

1. Appendix 1 : Clive School's Ethos for Dealing with Situations

Clive School's Ethos for Dealing with Situations

Ask yourself:

- **Can I deal with it myself?**
 - Have you asked them to stop?
 - For the second time, have you asked them to stop?
 - Have you warned them that you will tell an adult if they don't stop?

If the person has stopped, well done, you have dealt with the situation.

- **Are you really happy with the situation?**

Do you feel you cannot deal with the situation on your own?

- **Are you just trying to get someone into trouble?**

If you have answered **NO** to these three main questions, then it is time to tell an adult.