

This policy has been created with the input of pupils, parents, staff and governors



Icknield Walk First School

Anti-Bullying Policy

Introduction

Our school is committed to providing a caring, friendly and safe environment for all our children, so that they can learn in a relaxed and secure environment. We aim to provide high quality Personal, Social and Health Education (PSHE) and to promote positive behaviour through an agreed, whole school approach. This, we believe, will reduce the likelihood of bullying behaviour developing at our school. However, we recognise the importance of having a whole school policy clarifying what constitutes bullying, and setting out how we would deal with any incidents.

The Equality Act 2010

The Single Equality Act and the Public Duty mean that schools and other public bodies have a duty to protect people from discrimination and harassment on the grounds of disability, gender identity, race, faith, sex, sexual orientation or pregnancy.

Aims

We aim to ensure our children:

- Develop good social and emotional skills so that they have a sense of self-worth, are able to empathise with others, learn to control and modify their own behaviour and appreciate the skills and attributes of their peers
- Are able to form good relationships with adults and peers and develop the ability to communicate effectively
- Understand that there need to be agreed codes of behaviour so that groups of people, including adults and children, can work together harmoniously
- Develop an understanding of what is right, what is wrong, and why
- Learn to consider the consequences of their words and actions for themselves and others
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect

We aim to ensure that everyone (including children, parents, staff and governors) associated with the school:

- Has a clear understanding of what bullying is, and knows that it will not be tolerated
- Knows that there are procedures for reporting, investigating and dealing with incidents of bullying and feels able to talk
- Knows that adults and children are expected to promote ways of preventing bullying behaviour developing through positive means, which permeate the curriculum and the school's ethos.

Definition

We define bullying as deliberately hurtful behaviour of a physical or psychological nature (or both) which is repeated, often over a period of time. The attacks are not provoked by the victim. It is often difficult for those being bullied to defend themselves. Attacks may occur in person or via different technologies. Bullying is often prejudice based: racist, disablist, homophobic, biphobic, and transphobic, sexist.

Definitions (from Oxford Dictionary)

Racist: prejudice directed against someone of a different race based on the idea that one's own race is superior

Disablist: prejudice directed against someone with a physical or mental condition that limits a person's movements, senses or activities

Homophobic: dislike or prejudice against homosexual people

Biphobic: dislike or prejudice against bisexual people

Transphobic: dislike or prejudice against someone who is transsexual or transgender (someone who's sense of identity does not correspond with the gender assigned to them at birth)

Sexist: prejudice, typically against women, on the basis of sex

There are five main types of bullying:

- Name-calling which specifically refers to some attribute (or perceived attribute) of the victim or their family, e.g. their race, sex, disability or appearance
- Intimidation which is a direct or threatened physical attack
- Demeaning which is a verbal activity leading to the loss of status of the victim

- Extortion which is bullying in order to gain some possession/s from the victim
- Active ignoring or exclusion from a social group.

Scope

- This policy applies to incidents of bullying on the school premises. However the school has an enduring interest in the welfare and conduct of its pupils and will respond to and act upon information it receives about bullying outside school as outlined above.

Signs and symptoms

These are likely to vary enormously, but the following may be evident:

- Not wanting to go to school
- Becoming withdrawn
- Decrease in attainment and/or progress
- Changes in eating and/or sleeping patterns

When a child displays changes in behaviour, it needs investigating to try to determine possible causes

Regular communication between adults is vital in ensuring that bullying is recognised

Procedures – We recognise that bullying may be reported either at home or school, or may not be reported at all.

Procedures for reporting bullying:

For children:

- Children can talk to any adult either in school, or at home
- Children can talk to a friend or a playground buddy
- Classes have a smiley face / sad face system in order for children to be able to talk to an adult in private
- Classes have a 'Feelings' display that children can use
- PHSE lessons and 'Talking Circles' may be used for discussion

For adults:

- Incidents of bullying should be reported, through the relevant adults/line managers, to the Headteacher.
- Procedures for investigating bullying:
The victim and the alleged bully will be interviewed, separately, as soon as possible. This is recorded on CPOMS under the category of bullying.
A record is taken of all interviews held, including those of other children and adults who may have witnessed the incident.
Staff interviewing children about alleged incidents should set a good example to the children by their behaviour towards each party. They should seek to obtain the facts by polite, perceptive questioning.
- Procedures for dealing with incidents of bullying:
Where the investigation clearly shows that bullying has taken place, action will be taken:
 - A consequence for the bully
 - Support for the victim
 - Parents/carers for both parties will be informed.

The consequence for the bully is aimed at educating the bully in order to help them change their behaviour.

Action may include:

- offering an apology (verbally or written)
- making reparation in some form for damage or loss
- sessions, with the child's teacher/head teacher, aimed to help to change the child's behavioural attitude e.g. discussing the bullying from the victim's point of view
- loss of playtime during which time the child may reflect upon their actions, write about the effects of his/her action or offer practical help to others within school

Support for victims may take the form of (depending upon the needs of the individual child):

- one-to-one sessions with the child's teacher/head teacher/Emotional Well Being Mentor
- opportunities to develop self confidence and assertiveness
- peer-support, by pairing up with another empathetic child

- a discussion with the victim about the suitable consequence to be given so that the outcome is seen as fair

The parents of the bully and victim will be contacted by phone or letter, and invited to the school to discuss the matter with the Headteacher. Parents will be asked to support the school in its actions and to reinforce them at home, where appropriate. In very serious cases of bullying, where it is clear the bully is not able or prepared to change his/her behaviour, exclusion may be considered.

Prevention

Everything that we do in school is aimed at developing an atmosphere in which all our pupils can grow, thrive and develop a positive self-image. We work hard to develop the children's social and emotional skills. All our staff promote good behaviour by example, encourage a positive attitude towards differences and promote equal opportunities. Children are regularly reminded of our school's Golden Rules and playground rules. The importance of respect for other people and their property is reinforced. Parents are expected to promote appropriate behaviour in their children, and to support the school in dealing with any instances of inappropriate behaviour.

Strategies to promote good behaviour at our school include:

- Referring to and praising good behaviour in class, around school and in assembly.
- All adults using the same positive language and being proactive around school - recognising good behaviour.
- Devising golden time rules collaboratively with the children and displaying them in every classroom.
- Emphasising the importance of providing quality PSHE, including the use of circle time to address issues as they arise or using role play to encourage children to tell or to say no.
- Ensuring that resources used are appropriate and reflect today's society
- Encouraging collaborative and productive play during playtime and providing various resources. Children are taught games, shown the equipment's potential and encouraged to be creative in their play.
- Selecting assembly themes which address issues (eg friendship and caring).
- Children taking on responsibilities within their classrooms and in the whole school.
- We have buddies and playground helpers to ensure that children are not on their own at playtime.
- Areas where children can sit quietly and be closely monitored by an adult during playtime.
- An ethos which encourages 'telling' and reporting unkind behaviour.
- Whole school Talking Circles enable children to make friends with children in different year groups.
- 'Friendship' awards are presented in whole school assemblies
- E-safety is a regular agenda item for staff meetings and 'Talking Circles' and an integral part of the Computing curriculum.

Pupil Questionnaires:

We annually ask pupils to answer a questionnaire, which includes questions about behaviour and bullying. We do not ask children to put their names on their questionnaires but the results are traceable by number, this means that if a child gives a worrying answer about bullying and feeling unsafe we are able to work with this child to solve the issues.

Monitoring and Evaluating

Each incident of bullying falling within the school definition will be recorded on CPOMS.

A termly report will be made to the governing body indicating the number of bullying incidents and any trends which may emerge. The incident reports will be monitored termly by the anti-bullying governor and a report given to the governing body.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. This will be shared with staff, parents/carers and pupils. We will seek to gain input from the whole school community when the policy is due to be reviewed.

Agreed by Governors: Autumn 2019

To be reviewed: Autumn 2021