



Anti-Bullying Policy

Introduction:

What the adults say.....

At Loseley Fields Primary School (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

The school aims to develop a positive partnership between home and school based upon the principles of trust, communication, negotiation and understanding, along with those of involvement, commitment and achievement.

All staff and governors believe that good behaviour discipline at Loseley Fields Primary School is essential to successful teaching and learning. Every child has the right to be offered the opportunity to reach their full potential in a safe and positive environment.

A copy of this policy is available to anyone on request.

What the children say.....

We like it when we know what to do and how to behave. It keeps us happy, safe and learning. Every one of us matters, very much indeed.

It's important that we work together and this means that we:

- ✓ Communicate well
- ✓ Negotiate
- ✓ Try to understand each other
- ✓ Get involved
- ✓ Be committed
- ✓ Aim to succeed

Grown-ups who work with us should work hard, work together and work towards keeping our school safe and positive so that we can achieve our potential (which is **immense**).

A copy of this policy is available to anyone who asks but we prefer to email it to save the planet.

What we're aiming for:

Loseley Fields Primary School aims to ensure that the basic values of self-respect, trust, fairness, honesty and respect for property are all integrated as intrinsic elements of school culture.

We encourage self-discipline and constantly aim to ensure that the school is a place where all children can

- Feel safe
- Have self-respect
- Learn to respect others, regardless of gender, culture, religion or social background
- Achieve high standards of work

To support these aims in a way that all children can remember, we have agreed our **LOSELEY FIELDS CODE**:

A - All name calling hurts - this means any kind of verbal abuse, eg: Name-calling, cussing, swearing and racist/sexist taunts.

B- Be kind and caring - In words and actions

C - Co-operate don't fight - this means no play fighting, uncooperative behaviour or physical violence, ie: An attack on another person.

- Positive behaviour is encouraged at Loseley Fields and is central to our approach to prevent bullying behaviour, through careful management and monitoring, and preventative, positive methods wherever possible.
- Bullying behaviour is taken very seriously at Loseley Fields and one of the main aims of the implementation of our policy is to prevent bullying.

- Our school believes in:

- Self-respect
- Trust
- Fairness
- Honesty
- Respect for people and things

- If we control our behavior with guidance, support and involvement of grown-ups, our school will be a place where we can show the respect we have for ourselves, the respect we have for others (no matter who they are), and will keep us safe while we are doing fantastic work.

- To help us with this, and to help the grown-ups who are supporting us each day, we have agreed:

A - All name calling hurts - this means any kind of verbal abuse, eg: Name-calling, cussing, swearing and racist/sexist taunts.

B- Be kind and caring - In words and actions

C - Co-operate don't fight - this means no play fighting, uncooperative behaviour or physical violence, ie: An attack on another person.

- We like to focus on the positives more than the negatives, so it's good when grown-ups watch us carefully to help us stop things which might go wrong. It's also brilliant when we are told the good stuff we do, so that we can keep doing it.
- We are all totally against bullying at this school - this is our formal way of saying it's absolutely forbidden.

A definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts and other individual or group either physically or emotionally.'

Safe to Learn: embedding anti-bullying work in schools (2007)

We define bullying as the wilful, conscious desire to hurt, threaten or frighten someone else. Any behaviour which is the illegitimate use of power in order to hurt others, is bullying behaviour.

What is Bullying?

A person is bullied if, over a period of time, they are exposed to negative actions by one or more persons.

These can include:

- **Physical** - hitting, kicking, spitting etc:
- **Social** - ignoring someone, running away from them, family name calling, and encouraging friends not to talk / play with them.
- **Verbal** - name calling, swearing at them, racist/ sexist remarks.
- **Psychological** - pointing at, whispering about, passing unpleasant notes, stealing, breaking or hiding their belongings.

- We know and understand the difference between bullying and other kinds of unkindness.
- Please see our mindmaps about this. They can be summed up by these points:
 - Bullying is something that happens more than once
 - Bullying can be done by one person or a group of people.
 - Bullying is deliberately meant to hurt us.
 - Bullying makes us feel helpless.
 - Bullying can be physical, verbal, emotional, racist or sexist.
 - Bullying can make us feel helpless, sad, shy, underconfident and insecure.
 - Bullying make is harder for us to learn and to enjoy school, it also stops us feeling safe.
- Bullying is bad for us, when we are victims.
- Bullying is also bad for the bully.
- Bullies get away with their behaviour, but before they are caught, bullies are learning that violence, aggression and threats have an impact on people.
- Children who bully can turn into grown-ups who are not very nice.
- We should help the victims of bullying.
- We should help bullies to change their behaviour.

What do we do about unacceptable behaviour (including bullying) at Loseley Fields Primary School?

How does bullying differ from teasing /falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

We aim to be as consistent as possible in our approach to discipline and bullying. Every incident is dealt with calmly and consistently. It is important that children are encouraged to explain their point of view and feel satisfied that they have been treated fairly. We always record and deal with incidents of

- Physical violence
- Verbal abuse, name calling, teasing
- Emotional bullying (or unkindness)
- Racist name calling
- Stealing
- Deliberate damaging of school property of someone else's belongings
- Unwanted physical contact, abusive comments or homophobic abuse.

We know the difference between types of behaviour and we know they should be treated differently. Here is the list we've agreed:

SERIOUS BEHAVIOUR	BAD BEHAVIOUR
<ul style="list-style-type: none">• Deliberately hurting someone else (hitting, punching, pushing, pinching, throwing objects)• Swearing at someone• Persistent targeting (bullying)• Lying about your behaviour to an adult• Damaging school property or someone else's belongings• Stealing• Racist/sexist abuse	<ul style="list-style-type: none">• Being rude/inconsiderate/ interrupting/not listening• Not sharing/ arguing over equipment• Deliberately excluding someone from something• Spoiling or not respecting the work of others• Calling people names• Unkind teasing• Not saying sorry for an accidental hurting/damage

School Procedures: (The way things are dealt with)

The school employs a number of sanctions to reinforce the rules of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These will be applied when the golden rules are not followed. Reasonable requests and a sharing of consequences with the child for continual disobedience will precede them. The person administering the sanction should explain clearly to the pupil why there was a need to take it. The member of staff should clearly explain their expectations of the acceptable behaviour in any given situation.

We think that serious behaviour, including bullying, should be dealt with differently to other bad behaviour, but whatever happens, the victim must be told what has been done and must feel as if it was dealt with:

SERIOUS BEHAVIOUR	BAD BEHAVIOUR
<ul style="list-style-type: none">• The victim and the person who has misbehaved seriously (perpetrator) should both have a chance to be heard• A member of Senior Leadership should be involved• The behaviour should be recorded• The perpetrator's parents/carers should be informed• Consequences will include options from loss of privileges such as playtime and paying back in some way	<ul style="list-style-type: none">• The victim and the person who has misbehaved seriously (perpetrator) should both have a chance to be heard• The class teacher should be involved and a senior teacher told if it has happened before• The behaviour should be recorded• The perpetrator should apologise and should offer a solution that the victim is happy with• If this doesn't happen, the Headteacher or Deputy should be involved.• If behaviours are happening over and over again, it should be treated as serious behaviour

School Procedures: (The way things are dealt with)

To make children feel safe the adults in the school:

- reward good behaviour and give consequences for bad behaviour.
- do not tolerate bullying
- help children sort things out by using restorative approaches.
- watch children closely to keep them safe
- record behaviour incidents
- listen carefully and take all concerns seriously
- talk to other adults so everyone knows what has happened
- have clear behaviour rules for the whole school
- have clear lines of communication with all staff and parents/carers
- have clear rotas for staff during playtime duties
- regularly remind all pupils and staff about our rules

To make us feel safe at school, we want to:

- know that grown-ups will reward good behaviour and there will be consequences for bad behaviour
- be sure that bullying will not be tolerated
- have adult support to sort things out
- feel confident that grown-ups will watch us all closely to keep us safe
- know that our behaviour is recorded
- feel that our stories will be heard and taken seriously
- know that grown-ups talk to each other and so will know about things that have happened that are important
- have clear behaviour rules for the whole school
- encourage talking between our teachers and our parents/carers
- have rules about where staff should be at playtimes so that they can watch us and support positive behaviour
- be reminded about our rules and this policy regularly

School Procedures: (The way things are dealt with)

We praise and reward our pupils for good behaviour in a variety of ways

Teachers and other staff praise children

Parents/carers informed informally

Dojo's

Public praise in assembly

Displays of children's work

Classes can earn/lose "Golden Time" each week

Special certificates/stickers can be awarded

'Star of the week' celebration assemblies are held to show examples of children's achievements

There are lots of things that make it easier for us to behave well, feel safe, be happy and learn:

We deserve:

Public praise in assembly

Letters and certificates home

Displays of our work

Dojo's, stars, stickers (Inc scratch and smell!!), prizes

Privileges such as extra time at break, choosing time, trips out etc.

To be told what decisions are made in a language we understand

Fair consequences that target the perpetrator

Staff and Governor deserve:

Training

Information that helps them do their job well

Support from parents/carers

Our parents/carers deserve:

Regular updates on our progress and behaviour

To be given follow-up information after an incident

Support from staff

Our Responsibilities:

- Every year an evaluation is made of existing practice and procedures in consultation with class teachers, midday meals supervisors, teaching assistants, home school link workers, office staff and governors. In addition pupils are encouraged to discuss any areas of concern or ideas for improvement at our School Council meetings. The outcomes of this evaluation are recorded and any issues of concern are highlighted and practice changed if appropriate. Our procedures are continually under review.
- Any issues or areas of concern regarding behaviour, discipline or bullying are a weekly agenda item at staff meetings and/or senior leadership meetings.
- There is on-going training to support children with particular conditions (e.g.: Asperger's) and to help facilitate their positive social interaction with others.
- The Headteacher will report to the Governing body any matters arising from the school's monitoring and evaluation at their termly meetings. This report will include information about the Continuing Professional Development of teachers and support staff in this area.

We know that we have to do our bit to keep us safe and happy too. This means we agree to:

- FOLLOW THE GOLDEN RULES
- Sort out small disagreements that can be fixed with the word 'sorry' between us so that grown-ups can use their time for bad behaviour we have mentioned
- Tell grown-ups at school when we need help
- Give them the information they need to sort things out fairly and in a way that will make us feel better
- Give staff and our parents/carers the same information so there is no confusion
- Be honest at all times
- Accept that grown-ups have a lot of experience dealing with problems and let them do their job by taking their advice
- Tell them politely when we think things need more attention or dealing with differently
- Accept help with things we find difficult

Staff roles and responsibilities:

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour

Our Governors are responsible for checking that everyone does the following:

Our Headteacher is in charge of the school, is responsible for our safety and should make sure our policy is followed and staff are trained.

Our Deputy Head and the senior leadership team will help the headteacher do this and will support the teachers and other staff.

All teachers will record incidents of bad or serious Behaviour.

All class staff will help us follow the GOLDEN RULES.

All staff (teachers, teaching assistants, lunch time staff and office staff) will follow our behaviour policy, talk to each other and our parents and will always ask us if we feel happy with what they have done to support us.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Loseley Fields Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Our Golden Rules
 - We respect everything and everybody
 - We are safe and calm
 - We are kind, helpful and polite
 - We are honest
 - We listen to everyone
 - We look after property
- Restorative Practice

Restorative approaches are based on four key features:

 - RESPECT - for everyone by listening to other opinions and learning to value them
 - RESPONSIBILITY - taking responsibility for your own actions
 - REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
 - RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in school

We have a PHSE/SEAL plan which teaches us a new theme every half term:

Autumn 1: New Beginnings

Autumn 2; Anti-bullying

Spring 1 : All about Learning

Spring 2: How to look after me, my school and the environment

Summer 1: Knowing me, Knowing you

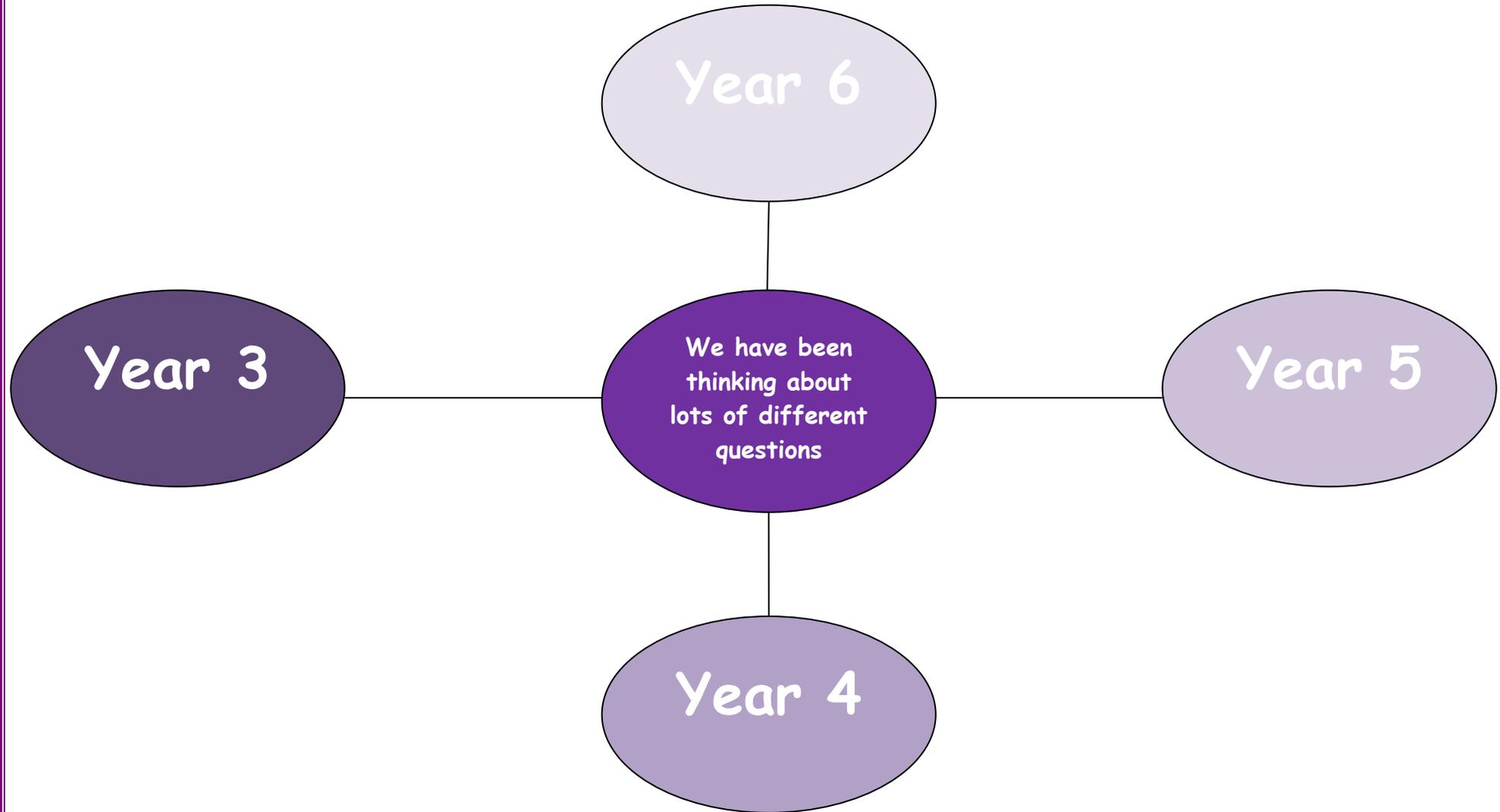
Summer 2: Changes

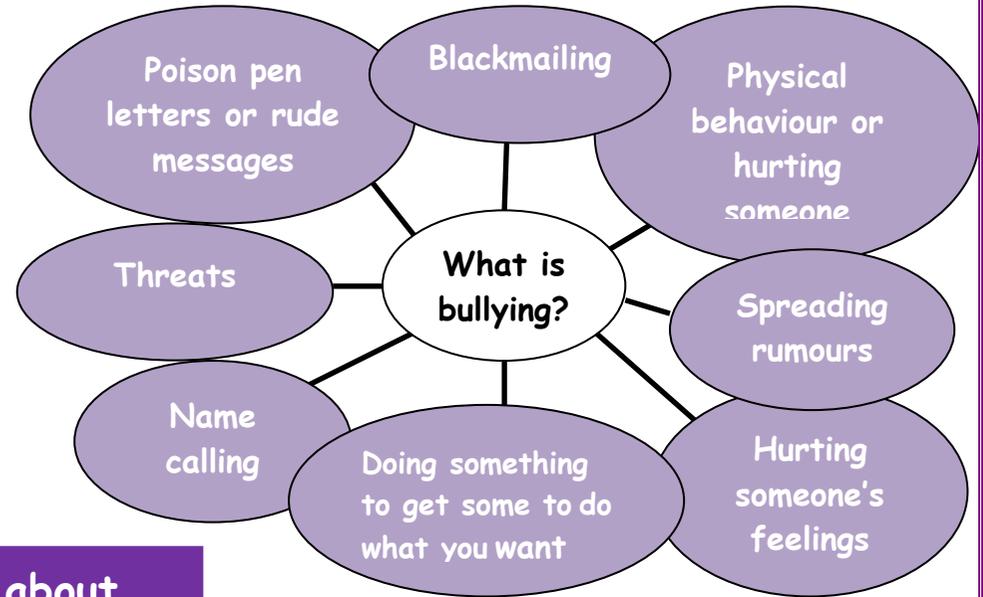
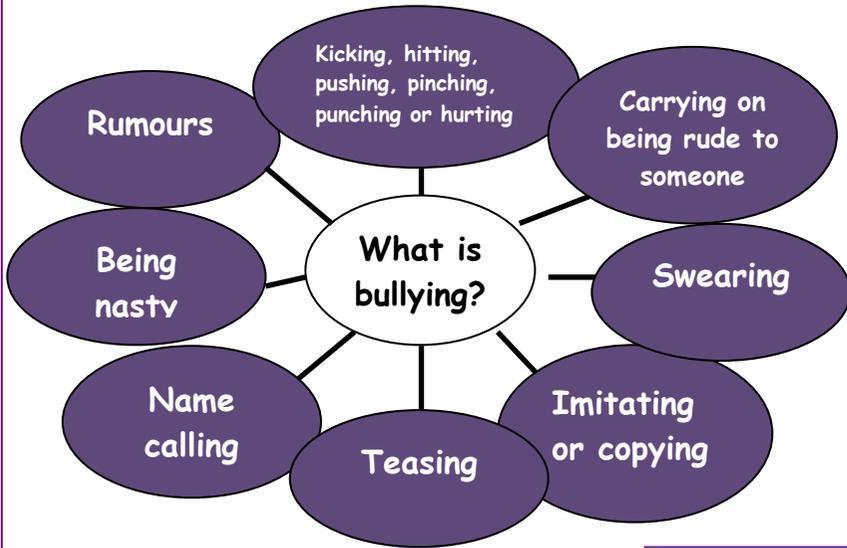
There are lots of other important pieces of paper that list the things that keep our school fair , equal and respectful.

Please ask if you can see our school's

- Race Equality Policy
 - The Health and Safety Policy
 - The Special Educational Needs Policy
 - Managing Behaviour Positively Policy
- information available of the school's website at www.loseleyfields.com

What do we think about bullying at Loseley Fields Primary School?





We are very clear about what is bullying behaviour...

