



STOCKSFIELD AVENUE PRIMARY SCHOOL ANTI-BULLYING POLICY



Introduction

This Policy document has been developed by the Staff, as part of the School Improvement Plan approved by the Governing Body. The Policy is intended to take the school's approach to bullying forward from the position outlined in the existing Behaviour Policy / Home – School Contract, (available from when your child starts the school)

Aims

Within the school community we aim, through our commitment and responsiveness, to provide opportunities for all our students to fulfil their potential as individuals.

To achieve this, we are strongly committed to creating an atmosphere of mutual respect in which children take on responsibilities which encourage growth and development. We seek to adapt to the challenges and needs of an ever-changing world whilst preserving our long tradition of aiming for excellence.

THE SCHOOL'S ANTI-BULLYING POLICY AIMS TO:

- Give clear guidelines to children and staff
- Draw up an agreed set of procedures
- Clarify the roles of all involved in the school
- Create a climate of openness and support
- Enable teachers to maintain a consistent approach
- Provide clear procedures for involving parents and other agencies
- Demonstrate the positive commitment of the school to overcome bullying as part of the school's approach to pastoral care
- Heighten awareness of cause and effect in children by means of the school's PSHE Education programme and overview
- Provide a mechanism for reviewing the effectiveness of the Anti- Bullying Policy
- **Every pupil in Stocksfield Avenue Primary School has the right to learn and to realise his or her true potential in all aspects of school life, free from humiliation, intimidation and abuse.**
- **The school does not accept or allow bullying.**

WHAT IS BULLYING?

Bullying *'is a wilful, conscious desire to hurt another or put her / him under stress'*. The Anti-Bullying Policy accepts this definition.

There are three kinds of bullying. These may be exhibited by an individual pupil towards another individual, by a group towards an individual or by one group to another.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (eg: hiding books, threatening gestures), ridicule, humiliation
- **Verbal** – name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** – pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist** – racial taunts, graffiti, gestures, making fun of culture or religion
- **Sexual** – unwanted physical contact or sexually abusive or sexist comments
- **Homophobic** – because of/or focussing on the issue of sexuality
- **Online / Cyber** – setting up 'hate websites', sending offensive text messages, e-mails, abusing the victims via their mobile phones, and blackmail.

- **Unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Pupils with SEN or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disabilities.

THE SCHOOL'S APPROACH TO BULLYING

The school's approach is to emphasise prevention as well as taking appropriate action when necessary. It is the school's intention to create a caring environment in which any pupil who feels threatened can tell a teacher or any adult within the school. Not telling, protects the bully and gives a message that he/she can continue such unacceptable behaviour. The action taken depends on the nature of the bullying.

All teachers and support staff are encouraged to be vigilant both inside and outside the classroom. They should always find time to listen to children's concerns and employ a direct, clear and firm approach to enable the pupil to take an active role in finding a solution to the problem.

If the problem becomes more serious, then the class teacher should be involved. Close and constructive communication between parents and school is a key part of the process for successfully managing bullying incidents.

Steps taken for homophobic/racial incidents/comments

All incidents are logged and recorded on CPOMS.

1. A discussion with the child and the parent/s about the comment made, why it is wrong and the implications for victims. The aim is to educate the child and help them understand how their comments can cause offense.
2. Parents will be informed in person and by letter, and asked to attend a formal meeting outlining the serious implications of the comments. Both parents and child will be informed of the consequences of any future comments.
3. Depending on the severity/frequency of the incidents, the school may choose to involve the support of outside agencies, or consider a fixed term exclusion in line with the school's behaviour policy.

Parents of the victim will be informed at all times, and support will be offered to the victim in school.

IMPLEMENTATION

- Children are made aware of the school's Anti-Bullying Policy through a variety of means including:
 - The Healthy School programme throughout the school
 - Assemblies
 - Code of Conduct
 - Workshops run by a drama group, or the NSPCC
 - Anti-Bullying Week

Should an incident of bullying occur, children must understand that the victim will be supported and the bully deterred.

- Staff are aware of the school's Anti-Bullying Policy.
- To inform prospective parents, the school's Prospectus will incorporate a summary of the Anti-Bullying Policy alongside the Code of Conduct.

The school is committed to challenging all forms of bullying and discrimination. The school teaches British Values and British Law, and follows guidance from the Equality Act 2010. This law means that any individual cannot face discrimination because of their race, religion, gender identity, age, disability, gender or sexual orientation. The 'No Outsiders' work carried out in school, forms a strong part of the school's ethos, which in turn is supported by the school governors. The work teaches pupils the importance of diversity and inclusion.

ADVICE AND GUIDANCE

Any incident of bullying must be treated in a sensitive way.

Staff should:

- Be vigilant at all times.
- Watch for early signs of distress in the children - deterioration of work, erratic attendance, isolation, desire to remain with adults, change in behaviour, lack of concentration, damaged clothing or possessions, giving improbable excuses.
- Listen and record incidents on a concern form, or directly onto CPOMS (school management system), which will be added to the file of all the children involved.
- Offer immediate help by putting the school's strategies into operation and explaining action to the children involved.

Strategies:

- Any member of staff becoming aware of, or taking action over a bullying incident, must inform the Head Teacher, or Deputy Head, and pass on all the relevant information as soon as possible. The class teacher will continue to monitor the situation. It is important that a child who reports bullying receives prompt and positive feedback on the action taken to resolve the matter.
- The class teacher will liaise throughout the process.
- Parents will be informed when necessary. It will not always be appropriate to contact home if the matter is easily dealt with - this is a matter for the professional judgement of those involved. Where a concern about bullying originates from a parent, it is important to give feedback about any action taken.
- Staff must aim to deal with all parties in a sensitive manner and to ensure that a bully is made aware of how to behave in an appropriate way. Children should be encouraged to feel sufficiently confident to approach staff, knowing that the problem will be resolved. The Head Teacher/Deputy Head Teacher must be informed.
- Any incidents of the different types of bullying outlined in this policy will be recorded and logged by the school.

Children should:

- Remember that friendly teasing can sometimes be upsetting for the other person.
- Not be critical of people who are different from them; find out more about them.
- Inform an adult immediately if they are being bullied.
- Inform an adult immediately if they know of someone else who is being bullied.
- Report back to the member of staff they told about the matter. He/she needs to know if the action taken to stop bullying has been successful.
- Do not be afraid to tell an adult if the bullying continues; it may take time to resolve the situation.

This advice will be incorporated in the PSHE Education Programme and Curriculum.

Note The term "adult" can include a parent, the parent of a friend, a teacher, your class teacher, Head Teacher, or any other adult employed at the school.

Parents should:

- Watch for signs of distress in their child.
- Be aware that there could be a reluctance to attend school or a pattern of unexplained illness.
- Query why their child has unexplained damaged clothing or bruising.
- Keep a written record if the bullying persists.
- Encourage their child not to retaliate as this would usually make matters worse
- Inform the school as soon as possible, either by contacting the class teacher when bringing your child to school, in writing or by telephoning the school, if they think that their child is being bullied. Alternatively, they could encourage their child to speak to a member of staff as soon as possible.

This advice will be incorporated in regular communications with parents. Person Responsible: Head Teacher / Deputy Head / Full Staff

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