ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Montsaye Community Learning Partnership

Anti-Bullying Policy

March 2017

Every Child Matters

Enjoy and Achieve

Be Healthy

Be Safe

Make a Positive

Achieve Economic Wellbeing

Rothwell Victoria Infant School

CARE SHARE

HELP SMILE

ROTHWELL JUNIOR SCHOOL

Achievement through Respect Creativity Enjoyment Endeavour

Montsaye Community Learning Partnership

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying will not be tolerated within the Rothwell Victoria Primary Learning Partnership

What is Bullying?

There are many definitions of bullying, but we consider it to be:

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms." OFSTED- 2003

Bullying is when people are mean to someone, threaten, frighten or hurt them on purpose, usually more than once. It may be over a short or a long time. The person who is bullied cannot defend themselves.

Bullying is a behaviour that involves systematic abuse of power. **Bullying in school is not confined to children. Adults can also display bullying behaviour towards each other and children.**

Children and adults may experience the bullying listed below:

- ❖ Cultural   by showing a lack of respect for other cultures
- ❖ Cyber   mobile threats by text messaging and calls; all areas of internet such as email and chat room misuse; misuse of associated technology e.g. camera and video facilities (see further notes below)

- ❖ Emotional   by excluding, tormenting, ganging up or taunting someone due to educational need, physical disability or health
- ❖ Homophobic   any hostile or offensive action against lesbians, gay males or bisexuals, or those perceived to be lesbian, gay or bi-sexual
- ❖ Physical   any use of violence
- ❖ Racist   racial taunts, graffiti, gestures
- ❖ Religious   by showing a lack of respect for religious beliefs
- ❖ Sexist   because of or focussing on issues of gender
- ❖ Sexual   unwanted physical contact or abusive comments
- ❖ Special needs   name-calling, excluding, tormenting related to special educational needs or perceived needs
- ❖ Verbal   name-calling, sarcasm, teasing, spreading rumours

The Types of Bullying Which Young Children May Experience Are:

- ❖ Physical - hitting, kicking, pinching, punching, taking belongings
- ❖ Verbal - name-calling, insulting, making offensive remarks
- ❖ Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, being a bystander
- ❖ Damage to Property or Theft - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the **"bystanders" or "accessories"**. In cyber bullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate or taking part in online polls or discussion groups.
- ❖ Cyber - sending nasty or threatening texts, emails by phone, picture/video clip, internet chat rooms or websites

Cyber bullying can be defined as the use of '*Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.'* Cyberbullying Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator of cyberbullying may never be in the same physical space as their target and may attempt to remain anonymous. Some incidents of cyber bullying are quite unintentional as pictures or texts can be sent as a joke without the sender truly understanding the impact of their actions or the speed at which the information can be shared outside the friendship group. Many cyberbullying incidents can themselves act as evidence and it is important that in all settings where there are children, young people and technology, all adults know how to minimise and deal with incidents.

Why is it Important to Respond to Bullying?

- ❖ Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.
- ❖ We know we have a responsibility to respond promptly and effectively to issues of bullying.
- ❖ Any suggestion that bullying is taking place will be investigated and taken seriously.
- ❖ So that pupils know that staff will deal with any incidents of bullying and things will not be made worse if bullying is reported

Aims

❖ We actively seek to provide an environment where all members of the school community; pupils, parents, staff and governors feel happy and secure in order that all pupils achieve their full potential.

Objectives

❖ For all the school community; pupils, parents, staff and governors to understand what is meant by 'bullying'.
❖ For every member of the school community to be responsible for reporting and addressing bullying.
❖ To provide a secure environment where members of the community are encouraged not to 'suffer in silence'.
❖ To outline strategies for all members of the school community to combat all forms of bullying.
❖ To provide clear procedures for reporting bullying and for them to be understood and followed by everyone.
❖ To protect every member of our school community from bullying: pupils, parents, staff and governors.

Whole School Strategies

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

❖ Children will be reminded regularly that all forms of bullying are unacceptable and will not be tolerated.
❖ Rights and responsibilities of children, staff and other adults are shared.
❖ Access to a chatterbox
❖ Circle time
❖ Assemblies
❖ Age appropriate activities about bullying e.g. drawing, writing, stories, using puppets, role play
❖ Monitoring of toilets at playtimes and start/end of the school day
❖ Monitoring of cloakrooms at start/end of the school day
❖ Monitoring of playground by staff on duty - walk around, keeping 'an eye' on certain areas, especially those out of sight, e.g. in the bushes
❖ Monitoring behaviour at playtime, around school and in class
❖ Where appropriate specifically designed sessions related to self-esteem or protective behaviours.
❖ Schools council meetings, e.g. to develop an anti-bullying leaflet
❖ Lunchtime supervisors will be trained in positive play techniques to help children who would like to join in with activities, but lack the skills or confidence.
❖ The Deputy Headteacher will hold regular meetings with the Lunchtime Supervisors to cover procedures and ensure they are being adhered to.
❖ Lunchtime Supervisors have their Supervision Report books to record incidents which are shared with the Executive Headteacher/ Deputy Headteacher as necessary.
❖ Any incidents are dealt with using restorative approaches, as described in our relationships policy.
❖ Serious incidents are logged on Behaviour Incident forms and on SIMS.
❖ Pupils should never be left unsupervised in classrooms or shared areas

- ❖ Opportunities are provided for open discussion without fear of ridicule or retribution in line with restorative approaches.
- ❖ Children will know that all adults in school will listen and take their concerns seriously.
- ❖ Contact details of outside agencies such as Child Line will be made available to the children
- ❖ Counselling will be made available to individual or small groups of children, following programmes relating to specific behaviour patterns e.g. anger management, conflict resolution.
- ❖ Through assemblies and role-play pupils will be taught how to behave if they are bullied or if they are a bystander.
- ❖ All staff will have regular training in good practice.
- ❖ All members of the community should be made aware of the signs that may indicate that a pupil is being bullied.
- ❖ All members of staff will be vigilant in class, corridors, toilets and playgrounds.
- ❖ Children will be taught how to avoid and respond to bullying using text, e-mail, mail or web-sites.

What Staff Should Do

- ❖ Listen to the victim, bully and any other pupils with information – **log facts**, not opinion
- ❖ Use restorative questions, which are on the back of lanyards.
- ❖ Meet with the Year Leader to discuss next steps. Other staff may also be involved, depending on their knowledge of the children
- ❖ Make sure that the Executive Headteacher/ Deputy Headteacher is aware of any incidents

The next steps will usually be to:
- ❖ Meet with the victim and bully, separately or together using restorative approaches.
- ❖ Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- ❖ Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- ❖ Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation
- ❖ Check regularly with the victim
- ❖ Meet with a group of friends of the victim and encourage them to report any incident.
- ❖ Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher

Procedures and Outcomes When Bullying Occurs

It is the responsibility of all staff and all children to report bullying.
Children are taught to tell someone as soon as they feel they are being bullied. Children are taught about how to deal with bullying as part of assemblies and PSHE work.

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with the behaviour policy. With particular respect to bullying the following procedures apply:

1. All incidents of bullying must be reported to the Executive Headteacher/ Deputy Headteacher who will follow up the report by talking to the victim, the bully and any witnesses.
2. Wherever possible the parties will be reconciled using restorative approaches.
3. Support will be offered to the victim though interventions such as buddying or peer support.
4. Records will be kept outlining incidents of bullying and how they have been dealt with. The Executive Headteacher/ Deputy Headteacher is responsible for recording incidents and analysing patterns of bullying. Staff will be informed of incidents of bullying.

5. The bullying behaviour or threats of bullying will be investigated and stopped immediately. The Executive Headteacher/ Deputy Headteacher will talk to parents of the bully and the victim.
6. The bully/bullies will be asked to genuinely apologise.
7. Incidents of persistent bullying may be recorded in the child's information folder
8. If the problem persists, as in line with the behaviour policy, the bully may be excluded from school for a fixed term or even permanently.
9. By the use of a range of strategies the bully/bullies will be helped to change their behaviour.
10. In the case of bullying behaviour towards another adult, the chair of the governing body will be informed.
11. Advice will be sought as to the best way to rectify bullying between adult parties.
12. After an incident has been investigated and dealt with the situation will be monitored to ensure that repeated bullying does not take place.

What Parents Should Do

❖ Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns
❖ Make an appointment to see the class teacher to share your concerns
❖ Give the class teacher the facts
❖ Reassure your child that the school will deal with the bullying and encourage him/her not to fight back

What Children Should Do

❖ Tell the class teacher or another member of staff or write a note in the chatterbox if s/he feels threatened and unsafe
❖ Stay with a group of friends
❖ Talk to their parents
❖ Tell the class teacher when anything else happens or when it has improved

What the School Should Do

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

What the Governors Should Do

❖ The governing body will support the Executive Headteacher/ Deputy Headteacher in all attempts to eliminate bullying from our school.
❖ The governing body does not allow bullying to take place at Rothwell Victoria Infant school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
❖ The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
❖ The governors require the Executive Headteacher/ Deputy Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
❖ The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Headteacher/ Deputy Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Where the Victim is a Member of Staff

Staff may be bullied by other members of staff, parents/carers and governors. Staff in schools may also be bullied by students.

Staff should
- ❖ "log" all incidents
- ❖ Seek the support of their line manager in managing the incident. The line manager will keep the Executive Headteacher/ Deputy Headteacher informed
- ❖ Ensure all meetings are supported by the attendance of another member of staff
- ❖ Persistent concerns will be reported to the Executive Headteacher/ Deputy Headteacher for discussion with governors.
- ❖ If the victim is the Executive Headteacher/ Deputy Headteacher they should raise the issue with the Chair or Vice Chair of Governors
- ❖ The staff member may also wish to speak to their union representative.
- ❖ A conflict resolution meeting should be held in order to address the issues following the advice of the Human Resources department.
- ❖ Disciplinary procedures may need to be invoked following HR advice (Governors personnel committee in place for this)

All staff can contact 'Teacher Support Network' http://teachersupport.info/
for information, support and coaching on 08000 562 561. Or employee assist on 01604 634400 or at www.relatenorthants.org.uk/employee-assist

Racist Incidents

Racist incidents will be dealt with in line with LA procedures.

Equal Opportunities

This policy applies equally to all regardless of:
- Language
- Gender
- Social and ethnic origin
- Family composition
- Learning need
- Life style
- Physical attribute
- Sexuality
- Religious
- Cultural
- Nationality
- Age
- Disability

Dissemination

This policy will be circulated to the following:
- Staff (teaching, support staff, lunchtime supervisors, premises staff)
- Governors
- Parents

Monitoring, Evaluation and Review

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy upon request.
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- This policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.
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This Policy will be reviewed annually by the Governing Body.