

Greenhaugh Primary School

June 2020

Anti-bullying policy

At Greenhaugh Primary School, we believe that everyone in the school community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment. We promote high standards of teaching and learning with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential. Through working together and open communication we strive to prepare children to succeed in society.

Aims

The School Community (pupils, staff, parents, visitors, students and governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. Pupils and adults should feel willing to report bullying behaviour and be confident that they will be listened to, and know that action will be taken to remedy the situation.

Objectives

This policy is intended to:

- Raise the school community's awareness of the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils, staff or parents
- Help build an anti-bullying ethos in the school

Definition of bullying

It is deliberately hurtful or threatening behaviour.

It is premeditated and usually forms a pattern of behaviour rather than being an isolated incident.

It involves dominance of one individual by another, or group of others.

The main types of bullying are:

- Physical - pushing, hitting, kicking, pinching, inappropriate gestures, any form of violence, threats.
- Verbal or written - name-calling, sarcasm, spreading rumours, persistent teasing, inappropriate notes or graffiti
- Emotional - tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of or focussing on the issue of sexuality.
- Cyber bullying - by means of internet or mobile phones or associated technologies.
- Racial - taunts about race or cultural aspects.
- Bullying related to SEND (Special Educational Need or Disabilities).
- Bullying related to appearance or health conditions.
- Bullying of young carers, looked after children, or otherwise related to home circumstances.

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, between parents and staff or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods. At Greenhaugh Primary School we won't tolerate bullying of any individual or of school staff, whether by pupils, parents/carers or other staff.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying including cyber bullying is set out in Appendix A, together with a copy of the incident form.

Preventing Bullying

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The school will promote anti-bullying strategies through classroom behaviour, assemblies, Anti-bullying week, PSHE (Personal Social Health Education), circle time and other appropriate lessons such as drama
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision.
- Involving outside agencies

Promoting an anti-bullying ethos in the school

Members of staff regularly use SEAL (Social & Emotional Aspects of Learning), PSHE lessons, assemblies, school council or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

Roles and Responsibilities

All members of staff (class teachers, lunchtime supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

The policy will be reviewed annually.

To review: June 2021

Procedure for dealing with Bullying including Cyber Bullying

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher (Amanda Taylor) or Senior Teacher (Justine Wise). This would usually be after three incidents, but not necessarily targeted at the same individual each time. Parents will be informed by Mrs Amanda Taylor or Mrs Justine Wise.
2. The victim and bully should be interviewed separately. Parents are to be informed by Amanda Taylor or Justine Wise. A follow up phone call will always be made to parents.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her anti-social behaviour.
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - lunchtime detention
 - withholding participation in after-school clubs or school visits that are not an essential part of the curriculum
 - removal from a particular lesson
 - temporary removal from the class
 - interview with the head teacher
 - fixed term exclusion
 - permanent exclusion
10. A written record should be made of all incidents of bullying using an Incident Form (Appendix B). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be kept and filed by the class teacher or Headteacher.
11. An Individual Behaviour Plan (see Appendix C) may be drawn up and shared with the pupil, parents and all staff. If necessary, the child may be placed on the SEND register and outside agencies would be involved.

BULLYING INCIDENT REPORT FORM

Name: _____

Class / Position: _____

Date: _____

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Name(s) and account(s) of any witness(es):

Parents of bully informed: YES. Date:.....

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Head Teacher for filing)

Greenhaugh Primary School Individual Behaviour Plan

Name: **Year Group:**..... **SEN status (if appropriate):**

Date of Plan: **Date of Review:**.....

Behaviour Targets (maximum of three, to be negotiated with pupil)

Name of Pupil: must

1.

2.

3.

Methods and Resources to Meet Targets**Criteria for Success****Rewards**

Spoken and written praise
Daily entries in home/school diary
Parents told by phone or in person

Sanctions

Withdrawal from playtimes – Stage 1
Exclusion from extra-curricular activities, e.g.
after-school clubs – Stage 2
Exclusion from whole-school visits – Stage 3

Action and by Whom

Mrs Taylor and all school staff will monitor progress through reporting at specified times. Targets and criteria for success will be specified, recorded, reviewed and changed by them as the need arises.

To be signed by:

Pupil:

Parent:.....

Teacher:

Headteacher: