

Giffards Primary School

Anti Bullying Policy

This policy was initially developed in the Summer Term 2007, updated in line with Preventing and tackling bullying, July 2017, DFE in May 2018 and regularly reviewed.

Latest review; July 2020

To be reviewed; July 2021

Signed _____
Chair of Governors

Giffards Primary School
Anti – Bullying policy
April 2020

This policy is seen as an integral part of our Positive Behaviour Policy and works alongside our PSHE policy, Equality policy, Child protection policy, Teaching and learning policy and Lunchtime Behaviour policy.

Aims

Everyone at Giffards Primary School has the right to feel welcome, valued, secure and happy, so that they are able to achieve to their maximum potential. The aim of our anti-bullying policy is to ensure that all pupils learn and benefit from the opportunities available at Giffards Primary School in a supportive, caring and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated. At Giffards Primary school we foster an anti- bullying ethos and teach our children the right way to behave.

Definitions of Bullying

The Department for Education, in Preventing and Tackling Bullying 2017 defines bullying behaviour as:

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an **imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.**

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.”

The rapid development of and widespread access to technology has provided a new medium for “virtual” bullying which can occur in or outside school. The Education Act 2011 states that staff have the power to seize

a mobile phone where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young persons mobile phone. The device must be given to the police as soon as it is reasonably practicable if the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence. Safeguarding would always remain a priority in the event of staff needing to access a young persons mobile phone.

It is important that we recognise what is and is not bullying. Bullying is NOT falling out with a friend, something that happens only once or an accident. We work with our pupils to understand what is and isn't bullying and have created a child friendly addition to our Anti Bullying Policy (appendix 1; Child Friendly Anti Bullying Policy Guidance)

As a school we will work hard to ensure that all pupils know the difference between bullying and friendship conflicts through our PSHE curriculum, through assemblies and at all times. We teach children our expectations for behaviour and for acceptance and we do not tolerate prejudice.

The school will be proactive in respect of unacceptable conduct, which occurs outside the school but becomes connected if it starts to have a negative impact on behaviour in school. Section 90 and 91 of the Education Act 2006 say that "a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police."

Preventing Bullying

Prevention is better than cure, at Giffards Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously.

We will adopt a range of whole school strategies including

- Ensuring that the whole school understands what bullying means. This includes working with parents. Clear definitions will be displayed around school using STOP; several times on purpose. (Appendix 2; hand poster)
- Making it clear to the whole school community that bullying of any kind will not be tolerated.
- Take reported incidents seriously, investigate and if necessary act upon with clearly defined procedures.
- Improving children's understanding of appropriate behaviour and combat bullying type behaviour through the PHSE curriculum and assembly themes.
- Pastoral support for vulnerable children or those children identified as having challenging behaviour this could include social skills groups and individual support plans.
- Lunch time support -lunch club, computer club, inclusion room and support with LSA's who work at lunch.
- Improving pupil's self-esteem through nurture/social skills groups.
- Working with MDA's to provide safe and happy lunchtimes for our pupils.
- Monitoring and recording of pupil behaviour through our behaviour system.
- Anti - bullying ambassadors, children who are trained to support their peers within lunch and work under the guidance of Mrs Holdsworth.
- Working in partnership as core members of the Antibullying Alliance.
- Annual Anti Bullying Week within school.
- Annual review of the Anti - Bullying Policy and child friendly version.

Reporting poor behaviour and bullying

- 1 Pupils are expected to report poor behaviour and any incidence of bullying to an adult within school and that if another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff, in the class, at break and during lunch.
- 2 All reported incidents of poor behaviour and bullying will be investigated and taken seriously by staff members. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying must be reported to the inclusion team. All behaviour incidents must be logged to In Touch.
- 3 Each class has an in class Please Mrs Folder or box where children can write a note to talk to their teacher, there is a post box for worries at key stage 2. These are in place as we recognise that children can sometimes find it difficult to speak directly with an adult.
- 4 Antibullying Ambassadors are available at key stage 1 and 2 at lunch for children to speak to, they are supported by Mrs Holdsworth as learning mentor.

Signs to look out for

We strive to know our pupils as individuals and look for changes to behavior that can be indicative or underlying difficulties.

- Be reluctant to go out to play
- Cling to adults in the playground
- Hide themselves from everyone in the playground
- Begin hurting other children
- Become withdrawn
- Cry more or become distressed easily
- Demonstrate behaviour changes at home e.g bed wetting/nightmares
- Becoming excluded by other children in class
- Have their possessions go missing regularly
- Refuse to say what the problem is
- Refuse to go to school
- Concentrate less in class and stop producing quality work
- Have unexplained scratches or bruises
- Display behaviour which is out of character
- Give unlikely excuses to explain any of the above

Where these signs are noticed staff will proactively engage with the pupil and explore any difficulties that may be being experienced.

All staff at Giffards will take responsibility for dealing with incidents of bullying. Staff work closely with our inclusion team; Mrs Holdsworth, learning mentor and Mrs Teager, inclusion manager to deal with incidents of bullying.

Suspected or reported bullying

1. Staff will take immediate action by talking to the victim and any witnesses, listening carefully and reassuring.
2. Talk to the bully/suspected bully about what has happened to discover why they became involved.
3. Ensure all parties are clear that bullying will not be tolerated at Giffards.

4. If the bully owns up then we will follow the sanctions procedure as outlined in the positive behaviour policy.
5. An additional sanction may be to arrange for the child to be escorted from the school premises or alternative arrangements put in place during the day such as the child being escorted to lessons, to get their coat, go to the bathroom.
6. Records of all behaviour incidents are kept for monitoring purposes (see positive behaviour policy). If a child is placed in the consequence zone at any time staff will follow the sanction guidance and the incident logged on “In Touch” our computerised tracking system. All staff are proactive at speaking with parents when children receive a consequence and a meeting is held if a child receives 3 to set up an action plan.
7. If bullying is confirmed it will be recorded as bullying on In Touch, a log of bullying incidents is kept and reported to governors.
8. If the bully does not own up, further investigations will take place. (This may happen in the child’s own time such as lunch or breaktime) If it is clear they are lying, staff will continue with the sanction procedures as outlined in the positive behaviour policy.
9. Where incidents are hard to prove because of conflicting accounts, it may be necessary to make a decision based on the balance of probability. Sanctions will be followed accordingly. In a case where it is harder to decide if bullying has occurred both bullying and bullied parties are informed that the situation is being monitored by the class teacher/s concerned. Children are reminded to inform staff of any subsequent incidents.
10. In all cases monitoring is continued to ensure no repetition. Further incidents will result in parents being informed and logged to In Touch
11. All incidents are monitored by the Inclusion team to look for patterns e.g a particular child indicating they are being bullied, allegations against a particular child, incidents at certain times of the day, week, year or places ; appropriate adjustments or support are put in place.

When a child is being bullied

We teach our pupils to;

- Tell an adult immediately, adults will help and support you.
- Be assertive – walk away confidently and go straight to a teacher or member of staff.
- Do not retaliate as you could receive a consequence for breaking school rules.
- Know the difference between bullying and peer conflict, but still tell an adult who can help manage the situation.

Advice to Parents

- Encourage your children to talk to you at home about any worries they may have.
- Be clear about the difference between bullying and peer conflict.
- Tell your children to talk to an adult at school.
- Reassure your children that adults at school will help them and are working in partnership with you.
- Encourage your child to grow their confidence and have friends round to play.
- Tell your child not to retaliate.

Working with a child who has bullied

Bullies have to learn to respect the feelings of others and gain reward from acceptable social behaviour. Children need to learn that there will be consequences to their actions and that bullying will not be tolerated at Giffards.

Where a child has been identified as bullying another their parents will be informed and an action plan drawn up to remediate the situation. We recognise that bullying behavior is often a sign of an underlying problem and will work with the child and their family to identify this. There may need to be additional to and different from intervention along with support at certain times of the day such as break and lunch.

Advice To Parents of a child who has bullied

See appendix 3; parental guidance

- Discuss the situation with your child and explain the seriousness of their behavior.
- Support your child to understand the impact of his behavior upon others.
- Praise your child for acceptable behaviours and improvements made.
- Reassure your child that they can change their unacceptable behaviours.
- Ensure your child knows it is their behavior you are unhappy with not them as an individual.

Appendix 1
Child Friendly Anti Bullying Policy

Appendix 2
Several times on purpose hand

Giffards Primary School

Anti-bullying information for parents and carers

The Department for Education defines bullying behaviour as: *'Behaviour by an individual or group, usually repeated over time that intentionally hurts another group or person, either physically or emotionally'*

The four main types of bullying behaviour are described by the Department for Education as:

- **Physical bullying** e.g. kicking, hitting, taking and damaging belongings.
- **Verbal bullying** e.g. name calling, taunting, threats, making offensive remarks.
- **Indirect bullying** e.g. spreading nasty stories about someone, gossiping, excluding people from social groups.
- **Cyberbullying** e.g. sending nasty or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room bullying, bullying through Instant Messaging (IM) and social networking sites.

Parents and families have an important role in our anti-bullying policy and helping school deal with bullying. It is important that parents and children are clear about what is bullying and what is not. Teach children to make good behaviour choices and to value others. Discourage your child from using bullying behaviour and show them how to resolve difficult situations without using violence or aggression.

- Take an active role in your child's education and talk with your child.
- Look out for unusual behaviour and changes in your children.
- Inform school if you think there may be a difficulty around behaviour or bullying.
- If you think your child has been bullied inform school and work in partnership with staff.
- Do not encourage your child to retaliate, support school policy.
- Encourage your child to tell an adult in school about any problems when they happen.
- Meet with the class teacher in the first instance and draw up a plan together.
- Attend inclusion team drop in on a Wednesday 8.30 - 9.30 am or Thursday 2.30 - 3.30 pm
- If you think your concerns are not being addressed make an appointment with a senior member of staff or the Headteacher.

Children may be involved in displaying bullying at some time or other, this can be because;

- They haven't learnt other better ways of mixing with their peers and don't yet know it is wrong or may be copying older brothers and sisters, friends or other people in the family
- They are going through a difficult time and are acting out aggressive feelings
- They have low self-esteem and need to feel important.

They need your support;

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour, aggression or force.
- Show your child how to join in with other children without bullying and praise their success.

