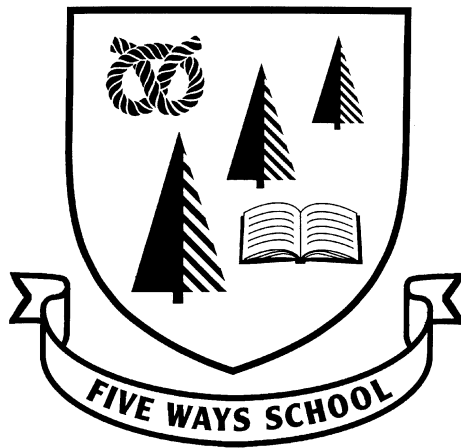


# Five Ways Primary School



## Anti-Bullying Policy

September 2016

## Contents

1. Statement
2. Definition of bullying – what is bullying?
3. Preventative Steps
4. Procedure if bullying takes place
  - Immediate steps to take
  - What records should be kept?
  - Who should be informed?
  - What sanctions may be implemented?

## Statement

Five Ways Primary School is committed to providing a safe environment in which children can learn without fear of bullying. It is the responsibility of everyone at the school to ensure that this happens.

The law requires that governing bodies must:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. (Behaviour and Discipline Policy)
- Consult the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles.
- Promote the well-being of pupils in their schools.
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils.
- Produce an Annual Profile answering the question 'How do we make sure our pupils are healthy, safe and well-supported?' (On going through Personal Development and Well-Being Team)
- Have a race-equality policy, and assess and monitor the impact of their policies (including the race-equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment.
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled.
- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures.

The law requires that head teachers must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing.
- The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'. (Education and Inspections Act 2006)
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.
- Determine and ensure the implementation of a policy for the pastoral care of the pupils.
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises, and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment.
- Apply the school rewards and sanctions lawfully.

Challenging bullying behaviour at Five Ways will ensure:

- **The safety and happiness of pupils.** When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self confidence and self esteem. Some may blame themselves for 'inviting' the bully behaviour.
- **Educational achievement.** The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- **We provide a model for helpful behaviour.** If they observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- **We maintain our reputation as an effective, caring school.** No school can claim with absolute confidence that "there is no bullying here". Every school has some degree of bullying, even if only slight or infrequent. Parents know this. However, they will be reassured by a school which demonstrates, both through policy and action, that it will respond positively and effectively to bullying.

## 2 - What is Bullying?

There are many definitions of bullying and it can take many forms. However, the Anti-Bullying Alliance definition states that bullying is:

**“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”**

Most definitions of bullying have the following things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

People are bullied for a variety of reasons and sometimes for no reason.

Specific types of bullying include:

- Bullying related to race, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance;
- Bullying related to health conditions;
- Bullying related to sexual orientation;
- Bullying related to home circumstances;
- Sexist or sexual bullying.

Bullying can take place between pupils, between pupils and staff or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

Bullying can take different forms including:

- **physical** –pushing, kicking, hitting, pinching, any forms of violence,
- **verbal** – name-calling, sarcasm, spreading rumours, persistent teasing, threats
- **emotional** – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

All types and forms of bullying will be taken seriously at Five Ways.

### **3 – Preventative Steps**

#### **PSHE**

Children will be taught about bullying and its effects throughout their time at Five Ways School. This will take many different forms and will incorporate the following PSHE objectives.

#### **Bullying PSHE/Citizenship**

##### **Foundation Stage**

##### **Self Confidence and Self Esteem**

\* Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.

##### **Making Relationships**

\*Form good relationships with adults and peers.

\*Understand that there needs to be agreed values and codes of behaviour for groups of people, including adults and children.

##### **Behaviour and Self Control**

\*Understand what is right, what is wrong and why.

\*Consider the consequences of their words and actions for themselves and others.

##### **Sense of Community**

\*Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.

\*Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

#### **Key Stage 1**

##### **4 - Developing good relationships and respecting the differences between people**

Pupils should be taught:

- 4.1 To recognise how their behaviour affects other people
- 4.2 To listen to other people, and play and work co-operatively
- 4.3 To identify and respect the differences and similarities between people
- 4.4 That family and friends should care for each other
- 4.5 That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

#### **Key Stage 2**

##### **Developing good relationships and respecting the difference between people**

Pupils should be taught:

- 4.1 That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- 4.2 To think about the lives of people living in other places and times, and people with different values and customs
- 4.3 To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- 4.4 To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

- 4.5 To recognise and challenge stereotypes
- 4.6 That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- 4.7 Where individuals, families and groups can get help and support

The above objectives are part of the ongoing ethos of the school and will be enforced at all times in the curriculum, in role play, in Class Assemblies or in Circle Time.

The curriculum plus role play, Circle time and Class assemblies can be used to:

- Raise awareness about bullying and about the school's anti-bullying policy: and
- Challenge attitudes about bullying behaviour, increase understanding for bullied pupils, and help build an anti-bullying ethos in the school.

It is possible to explore such issues as:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied/to bully?
- What are the effects of bullying behaviour on bullied pupils, on pupils who bully others and on bystanders?
- What would our school (our society) be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

The children can tackle bullying in the following ways:

- Discussion
- Role play on friendship
- Quality Circles – 5 steps (identifying a problem, analysing it, developing a solution, presenting the solution, reviewing the solution)
- Learning how to challenge bullying behaviour – assertiveness e.g. “I don't like you doing that. I want you to stop it.”
- Being a friend to the victim by:
  - ~ not allowing someone to be deliberately left out of a group
  - ~ not smiling or laughing when someone is being bullied
  - ~ telling a member of staff what is happening
  - ~ encouraging the bullied pupil to join in with their activities or group
  - ~ telling the bully to stop what they are doing
  - ~ showing the bully that they disapprove of his/her actions.

### **SEAL**

The SEAL materials can be used to highlight the seriousness and consequences associated with bullying to ensure all children are aware that it will not be tolerated in any form.

### **P.E. Lessons**

Constant encouragement of team work and working together will promote friendships and discourage bullying.

## **Rewards**

In Foundation Stage, stickers are given for being kind, helpful, listening, looking after friends etc.

Children receive stickers, merits (KS2), tokens (KS1) etc for:

- Being helpful, kind and caring to their peers and teachers
- Working hard and trying their best, and
- For producing good work.

## **Lunchtimes**

Bullying can often occur in the playground in primary schools. This must continue to be an area of priority for encouraging team work and friendship. The Assistant Headteacher with responsibility for 'Personal Development and Well-being' meets regularly with the SAs to discuss any issues and provide training.

Year 5 pupils operate the 'Huff and Puff' scheme throughout the lunchtime period, where they work with Years 1,2 and 3 pupils, teaching them to play sporting activities in a happy and co-operative fashion.

## **School Council**

The School Council are involved in gathering pupil views and helping to develop this anti-bullying policy. The school council will ensure that pupil views related to playtimes and behaviour are addressed as appropriate.

## **Other Pupil Involvement**

Year 5 pupils are trained as Peer Mediators and will operate this system on the playgrounds during the lunchtime period.

## **4 – Procedure if Bullying Takes Place**

(In accordance with the Behaviour and Discipline policy)

1. Immediate checking of the person who is bullying by the member of staff to whom it is reported. The child who has 'bullied' will be asked to explain their actions and will be encouraged to apologise to their victim. The effects of their behaviour will be discussed with them and they will be encouraged to consider the implications of what they have done.

Should this be reported at lunchtime, the Supervisory Assistant who witnesses the incident/who is told about the incident should deal with the issue and also inform the class teachers of both parties (bully and the child being bullied) so they can deal with the incident also. Incidents should be noted in the Pastoral File.

Withdrawal from playing with peers and spending part of break time with the duty teacher should be considered at this stage. It may be appropriate to speak to parents at this point to investigate possible reasons for the behaviour.

Class teacher with responsibility for the bullied child will speak to the child to assure them they are being cared for and the matter is being dealt with. The situation must then be monitored to ensure it is not repeated. The bullied child should be told to report any further instances immediately. It may also be appropriate to 'buddy' the bullied child with another reliable,



trustworthy friend. This can provide extra support by watching closely for problems and informing an adult of any incidents. This approach will be particularly useful if it is felt that the bullied child might be reluctant to do this alone.

2. If the child re-offends, the Year Leader should be informed immediately. The child displaying the bullying behaviour will be spoken to by the Year Leader and the incident will be noted in the Pastoral File. Withdrawal from playing with peers and spending all of break time with the duty teacher should be considered at this stage.

At this point, parents of the offending child should be informed in the first instance, by the class teacher.. Parents should be invited into school if they so desire to discuss the matter further. Parents may be able to throw more light on the problem and will be able to provide joint/consistent action between home and school.

Outcomes of this meeting should be recorded in the Pastoral File.

The parents of the bullied child should also be informed at this stage to ensure that parents are aware that the situation is being taken seriously and to allow them to provide support for their child at home. It may have been appropriate to discuss issues with parents previously depending on the circumstances of the first incident. Outcomes of this meeting should be recorded in the Pastoral File.

3. Once it has been established that bullying is taking place (see definition in section 2), the Headteacher and Deputy Headteacher should also be informed to enable the situation to be recorded and monitored in a more formal way. Incidents will be recorded on the 'Incidents of bullying' form at this point to allow the situation to be monitored by school and governors if required. Using the sanction of a de-merit should be considered at this point.

4. If deemed appropriate, the offending child may be placed on report by a member of the Senior Leadership Team in order to keep a check on his/her actions and behaviour. Parents should be informed if this sanction is to be implemented. At this point, the SENCO should also be informed to discuss any behaviour support needs identified. This should be recorded in the Pastoral File.

5. At this point, a pastoral support programme should be considered.

6. Exclusion during the midday break – Headteacher only may sanction this.

7. Fixed term or permanent exclusion - Headteacher only may sanction this.