

Tadworth Primary School



Anti-Bullying Policy

Spring 2020

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Introduction

We aim for Tadworth to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are concerned with helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

2 Policy development

This policy was formulated in consultation with the whole school community with input from:

Members of staff, governors, parents, children and young people, and other partners (including the Behaviour Consultant from Babcock 4S)

- Children contribute to the development of the policy through the school council, circle time discussions, etc.
- The school council have developed a child-friendly version which is displayed in classes.
- Parents have been encouraged to contribute by taking part in written/verbal consultations

3 Roles and responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents, LA and outside agencies. The Headteacher, Inclusion leader and Behaviour leader take overall responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving children, staff, governors, parents and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents where appropriate
- Coordinating strategies for preventing bullying behaviour

All staff at this school have a responsibility to model respectful behaviours both towards children/ and towards other adults.

4 Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bullying look like? Why are children and young people bullied?

Specific types of bullying include:

- direct verbal bullying including: name calling, taunting, mocking, making offensive comments
- indirect bullying (eg spreading malicious stories or rumours about someone, excluding someone from social groups, failing to acknowledge a person, inappropriate text messaging, emailing social media communication, sending offensive or degrading images by phone or internet, producing offensive graffiti)
- physical assault or bullying
- taking or damaging belongings
- cyber bullying – the use of information and communication technology, particularly mobile devices and the internet, to deliberately upset someone (see E-Safety Policy)
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups – including online
- relational bullying
- bullying related to special educational needs or disabilities
- sexist / transgender / homophobic bullying
- bullying related to race, religion or culture (refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status)
- bullying of young carers or looked after children or otherwise related to home circumstances
- anything that would be considered harassment or discrimination according to the provisions made by the Equality Act 2010, particularly with reference to the protected characteristics

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'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

5 Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents, children and young people) which includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting:

- Children and young people in school should report concerns to a member of staff (eg. Class teacher, teaching assistant)
- All KS2 classes have a comment box for children to write messages to their teacher
- Parents should, in the first instance, talk to their child's class teacher
- All staff should liaise with the Inclusion Leader or Behaviour Leader
- Visitors should report to the member of staff they are visiting who will then investigate the situation
- Bystanders should report concerns to a member of staff

Staff will:

- Listen carefully and calmly to pupils regarding alleged bullying incidents, and record significant incidents (on the alleged incidents of bullying form). The victim and alleged bully should be aware records are being made.
- Inform the Headteacher/Deputy Headteacher and Behaviour Leader so that actions can be put in place, other staff can be informed (as necessary) and the situation can be monitored and reviewed
- Respond promptly to concerns expressed by pupils in the class 'worry/comment' box

A proactive approach

At Tadworth, we:

- encourage cooperative interaction between children throughout the day
- offer a range of lunchtime clubs which staff encourage the children to attend
- display anti-bullying posters prominently around the school
- tackle the topic of 'bullying' in PSHE lessons, assemblies and across other areas of the curriculum eg. computing, literacy.
- use our monthly 'values' to help teach children about managing conflict and getting on
- hold an annual 'Anti-Bullying Week'
- use pupil surveys and 'behaviour walks' to help identify any potential issues linked to bullying

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

All incidents should be dealt with in line with 'Restorative Approaches', which we use at Tadworth.

This means:

- Identifying what has happened
- Accepting responsibility for the harm caused
- Identifying what the impact has been on those involved (who has been affected and in what way)
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

This approach is used in conjunction with – not in place of – sanctions.

Staff use the following questions to help resolve the situation:

What happened?

What were you thinking?

How were you feeling?

Who else has been affected by this?

What do you need to do now, so the harm can be repaired?

This approach includes:

- Informing parents
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents
- Support for both the victim and the bully (including investigating any underlying issues).

Consequences

These must be applied fairly, proportionately, consistently and reasonably, taking into account SEN, disabilities, or vulnerability the child may have. Bullying by children with disabilities or SEN is no more acceptable than by anyone else but, for a sanction to be lawful, there must be consideration of the extent to which the child understands and is in control of what they are doing.

6 Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on the 'Incident Report Form' (see appendix 1) and this will be kept securely by the Inclusion Leader.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented anonymously to the governors as part of the Headteacher's Report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan where appropriate.

7 Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Tadworth Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in Healthy Schools
- Anti-Bullying week (annually in November)
- Termly meetings held by the Anti-bullying partnership (made up of a range of stakeholders from across the school community)
- PSHE/citizenship lessons including specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice (through the school council, pupil survey, comment/worry boxes, talking to staff if they have a concern)
- Playground Leaders/mentors
- Parent information events (including e-safety awareness)
- Staff training and development for all staff (including pastoral updates during teacher/TA meetings)
- Restorative Approaches used by staff
- Home School Link Worker working with families in the school
- Emotional Literacy Support Assistant working with identified pupils
- Involvement of external professionals eg. Behaviour Support Service

8 Advice for staff, children and parents

Staff advice:

- Talk to the child who has been upset, find out what happened and how it made them feel. Encourage a 'telling' culture.
- Talk to the 'perpetrator' on their own – trying to identify any underlying issues. Explain how the other child is feeling and get them to explain what they could do to help change this.
- Record each person's account on the 'school bullying incident report form'.
- If necessary, ask the 'perpetrator' to write a letter of apology
- Class teacher to inform the parent, if they are not already aware, and involve a member of the Leadership Team if necessary

- Talk with the ‘victim’ about the actions taken. Teach them to use their personal power to deal assertively with children who confront them in future, using a firm tone and ‘I feel’ statements.
- Supervise the apology/hand over of the letter/agreement of future actions, ensuring the apology is genuine and that the victim feels safer as a result
- Set times and dates to follow up on the incident and ensure that the situation has been resolved. For serious incidents, these would be daily, weekly, half termly (as appropriate) until it is resolved for good.
- Promote a shared approach with parents and guardians
- All incidents, alleged or otherwise, must be reported to the Inclusion Leader on the Tadworth Primary School Bullying Incident Report Form

In the event of cyber-bullying:

- Advise the child not to respond to the message
- Refer to relevant policies including e-safety and acceptable use policy
- Secure and preserve any evidence and log the events on the ‘alleged/incidents of bullying’ form
- Inform the sender’s email service provider
- Notify parents of the child involved
- Consider informing the police (which can be done through CEOP – Child Exploitation Online Protection) depending on the severity or repetitious nature of the offence
- Inform the school e-safety leader
- Inform and request the comments be removed if the site is administered externally
- Inform the LA e-safety officer

Child advice:

- Use your WITS (Walk away, Ignore, Tell someone, Seek help)
- Tell yourself you do not deserve to be bullied
- Try to show that you are not upset – be assertive
- Get your friends to support you and show that you and your friends disapprove
- Tell an adult – do not stand by and watch either, go and get help
- Remember, we are all individuals and different and we should be allowed to be proud of ourselves

Parent advice:

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents are able to help immediately if they feel there is potential for a situation to lead to, or may have already become bullying, via:

- Discussing the matter sensitively with the child
- Sympathising, listening carefully and try to calmly find out what happened
- Reassuring the victim that the bullying will cease
- Encouraging the child to talk to an adult at school
- Informing the school and discussing the matter with the class teacher or senior member of staff. (It is neither appropriate or acceptable to take matters into your own hands, i.e. approach the ‘perpetrator’ at school.)
- Do not advocate a ‘hit back’ policy
- Take care when using the term ‘bully/bullying’ – go over the definition in this policy and try to unpick carefully whether the issue is bullying or not

Contact school:

- put a note in the home school diary or email the class teacher
- talk to their child’s teacher before or after school
- call the office to make an appointment to speak to a member of staff

9 Links with other policies/documents

Behaviour Policy

Child Protection and Safeguarding Policy

Touch and the use of Physical Restraint

Responsible Use of Internet and Technology Policy

Allegations of Abuse against Teachers and Other Staff

Equalities Policy (under development)
Special Educational Needs
PSHEC Policy
Complaints Procedure (responding to parents concerns)

9 Reference Documents and Related Policy/Guidance

National Documents:

- Safe to Learn- DfE Guidelines
 - Embedding anti-bullying work in schools – DfE-00656-2007
 - Homophobic bullying – DfE – 00668-2007
 - Sexist, sexual and transphobic bullying DfE-01136-2009
 - Cyberbullying – DfE – 00658-2007
 - Bullying Involving Children with Special Educational Needs and Disabilities – DfE 00372-2008
 - Safe from Bullying – DfE suite of materials
 - Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017
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- <https://www.education.gov.uk/publications/>
 - Cyberbullying - supporting school staff
 - Cyberbullying - A whole – school community issue-

Policy reviewed	Spring 2020
Date of Governor approval	
Review date	Spring 2021

Name of witness(es):
Witness report (continue on separate sheet if necessary):
Details of immediate action taken
Parents of alleged subject(s) informed Date: time: Comments:
Parents of alleged perpetrator(s) informed Date: time: Comments:
Details of further action to be taken: