

Sherington Primary School

Anti-Bullying Policy



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy Reviewed	February 2022
Agreed by Staff	February 2020
Ratified by Governors	March 2022
Date due for review	February 2024

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Introduction

At Sherington Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Sherington Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our Home School Agreement and the school's Vision, Aims and values.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

Bully is a systematic action taken by one or more children with the deliberate intention of hurting another child, either physically, emotionally or through the use of threatening behaviour.

At Sherington Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying can be physical hurting, name calling or leaving people out.
- Bullying is usually on-going.
- Bullying is the deliberate intent of hurting someone physically or emotionally.

When to report

We encourage our children to share any concerns they have with any adult at school. This ensures that incidents are appropriately investigated and necessary actions are put into place. This should happen on the very first occasion they feel uncomfortable with a situation.

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Types of Bullying

Behaviours that constitute bullying (these would be repeated over a period of time):

- Hitting, kicking, pushing and threatening behaviour
- Nudging, whispering, sniggering, facial expressions, gestures
- Making someone do something they don't want to do
- Putting someone down (belittling or embarrassing or humiliating)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not.
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family structures
- Making sexist or sexually abusive comments.
- Online or cyber bullying, for example posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the bullied child via their mobile phone.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Not all negative behaviours are considered bullying but are inappropriate and unkind. Inappropriate, unkind behaviours are a one off and often the individual being mean does not realise that they are (the act may be unintentional). Some inappropriate behaviours are intentional. The perpetrator will be verbally and/or physically abusive. These behaviours include:

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which can be misinterpreted
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone
- A disagreement between two people of equal strength and qualities

Children will disagree with each other. In extreme situations, they may be verbally and/or physically abusive towards each other. If these are isolated incidents, they will be dealt with through implementing Sherington's Behaviour for Learning Policy. Children are encouraged reflect on the character strengths they required to avoid the conflict and consider the antecedent to try and ensure behaviours are not repeated.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual
- Children with family members from vulnerable groups and differing family structures.

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Bullying Prevention

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and nonteaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to discuss with other children why this behaviour was wrong.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and other adults

All members of staff attempt to support all children in their class and around the school and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

All members of staff take all forms of bullying seriously, and intervene to prevent incidents from taking place. Class teachers are aware of any incidents of bullying that occur involving children from their class. Any incidents are reported to the head of the Pupil Wellbeing Team in consultation with the Senior Leadership Team. We record all incidents of bullying that occur in or out of the classroom either near school or on the way home or to school. Incidents records are kept by the Pupil Wellbeing Team and analysed half term to identify any patterns or trends to ensure appropriate action is taken.

The Inclusion Manager or the Pupil Wellbeing Lead will ensure there is support for the victim of the incident. There will also be sanctions imposed for the perpetrator/s whilst also developing an understanding of why the behaviours occurred, with support provided as necessary.

We use a number of different strategies and interventions for both the pupil considered the victim and the pupil/s who instigated the behaviours. These include:

- Mediation
- Restorative justice approach
- Circle time
- Nurture Groups
- Anger workshops
- 1:1 anger management
- Social skills groups
- Playground behaviour diaries
- Home-contact book
- Self-esteem target sheets
- Games
- Advice for parents
- 1:1 mentoring/peer mentoring
- Anti-bullying week
- Weekly behaviour monitoring in each class
- Completion of ABCs for incidents with half termly analysis

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The role of the governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the 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 Headteacher and asks for an investigation into the case and to report back to a representative of the governing body.

The role of parents/carers

Parents /carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers 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.

The role of the children

Any child, who feels they are being bullied in school, should report the incident to a member of staff (with whom they feel most comfortable with) immediately. They will be provided with a safe place to talk to a member of staff and given confidence to express themselves.

Any child who feels unable to talk to a member of staff regarding a case of bullying, either towards themselves or to someone else, will be encouraged to talk to a friend who can then speak for them.

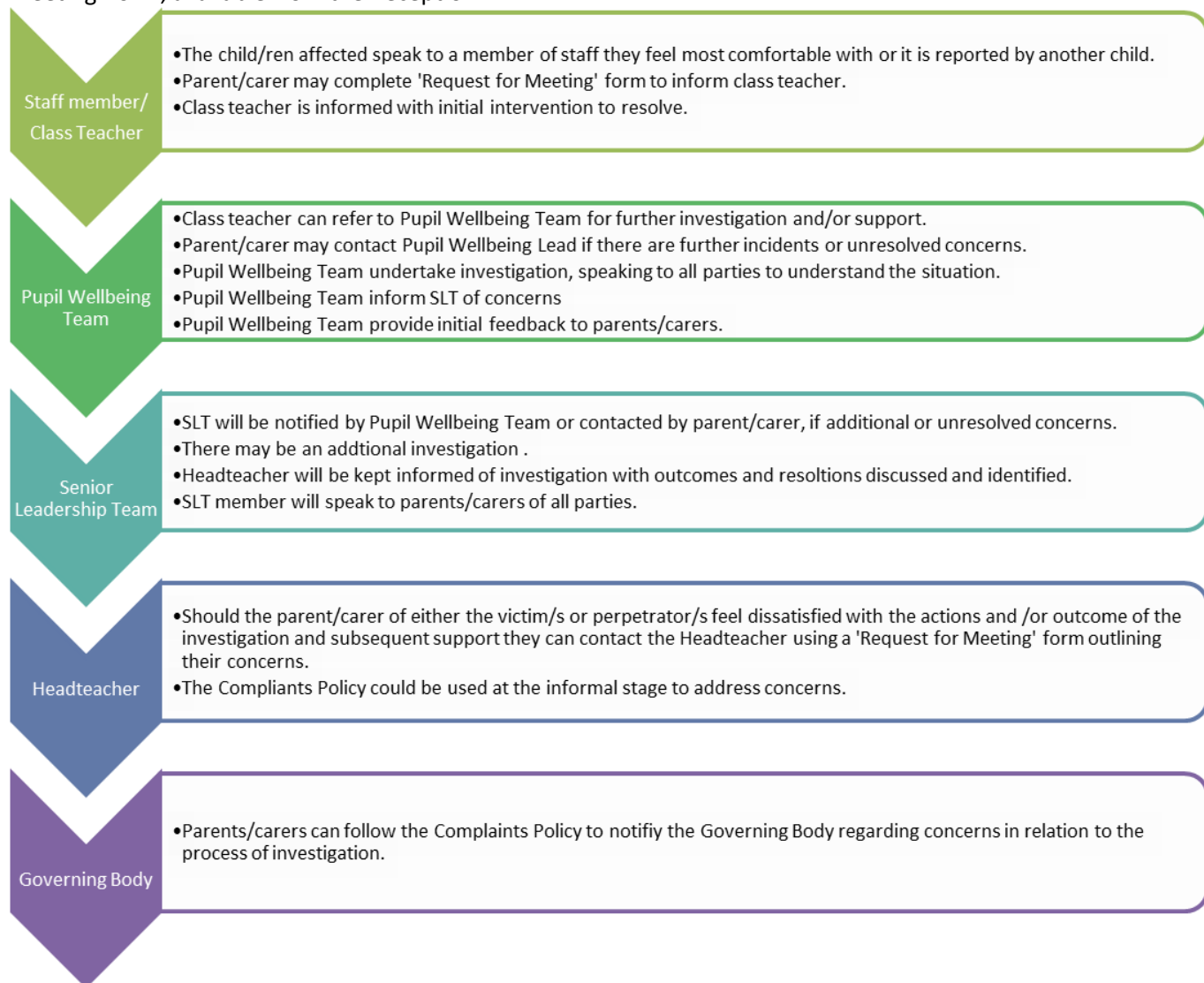
Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

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Responding to allegations of bullying

If parents or children would like to discuss an allegation of bullying they can do so using Sherington's 'Request for Meeting' form, available from the Reception.



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All staff at Sherington are aware of how to respond appropriately to allegations of bullying

The staff member will record the concern using an ABC form. If not the class teacher, they will inform them.



The class teacher will discuss concerns and seek a resolution. Support can be sought from Pupil Wellbeing Team. Parents/carers will be updated.



The Pupil Wellbeing Team may investigate concerns further. SLT will be notified. Resolution and support will be decided and implemented. Parents/carers will be kept informed.



The Headteacher will be notified. Support will be put into place for all parties with relevant sanctions decided by Headteacher and SLT. The Local Authority will be notified if necessary.



The situation will continue to be monitored for a period and any further intervention identified.

We will provide support to the pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and it is not their fault.
- We will assure them that they were right to report the incident.
- We will encourage them to talk about how they feel.
- We will try and ascertain the extent of the problem.
- We will engage them in making choices about how the matter might be resolved.
- We will try and ensure they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report any further incidents immediately.
- We will affirm that bullying can be stopped and we will persist with intervention until it does.
- We will involve their friends

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.

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- We will consider sanctions under our school's Behaviour for Learning policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

There can be a tendency to want to investigate the matter fully before moving forward with a resolution; sometimes this will be entirely appropriate. There will be other occasions where an extended investigation will be unhelpful and a problem solving approach will be the most effective response. Our staff will use their professional judgement and discretion to respond flexibly and in an appropriate way to each reported incident.

Further actions (when deemed appropriate)

If necessary, we will invoke the following range of sanctions that are in line with the school's Behaviour for Learning policy. These include:

- Removal from the group (within the class)
- Removal from class for a fixed period of time
- Withdrawal of break and lunchtime privileges
- Withholding participation in school events that are not an essential part of the curriculum.
- In extreme cases we will also consider suspension and / or permanent exclusion from school.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches and bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches or signs of depression.
- Behavioural: asking to be taken out of school, wanting to come home for lunch, taking longer to get to school, asking for money, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties or an increase in absence.

Monitoring

This policy will be monitored and the effectiveness will be evaluated in the light of the number of bullying incidents recorded, staff response to bullying behaviour, and any concerns of children, staff and parents regarding bullying.

All members of the staff are responsible for responding to incidents of bullying.

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Equal Opportunities

Bullying differs from discrimination in that the focus is rarely based on gender, race or disability. However, no child or member of staff should be bullied or belittled, whatever their special educational or medical needs, ethnic origin, gender or religion.

We recognise that all children are potentially vulnerable to bullying, for a variety of reasons. However, evidence shows that children with a range of needs are more likely to experience bullying than their peers.

Related policies

- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- PSHE
- Equalities Information