



Anti-Bullying Policy

Date Policy was formally adopted	December 2018
Review Date	December 2019
Chair's Name	
Chair's Signature	

Core Values

Respect

Enjoyment

Care

Confidence

Challenge



Anti-Bullying Policy

Rodings Primary School Anti- Bullying policy is based on the following statement:

‘That every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour.’

Our approach is to build each child’s self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents.

The anti-bullying policy takes its place within the general aims of the school and its Core Values of Respect, Enjoyment, Care, Confidence and Challenge. It has close links to Child Protection, Behaviour, Online safety and PSHE policies.

When dealing with any bullying incident reference should also be made to SET (Southend, Essex and Thurrock) procedures (2018).

Rodings Primary School’s definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be by one person or a group.

Rodings Primary School Procedure:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected the school will:

- Record incidents of bullying on MyConcern which all staff have access to.
- Arrange a meeting with the parties involved to meet and explain their thoughts/feelings. This course of action may not be appropriate in all cases depending on the nature of the incidents.
- Allow children time to sort things out, this should be supported by staff where appropriate.
- Inform parents.
- Instigate exclusion procedures if the incidents persist and are causing a health and safety issue.
- The above sequence of actions may be repeated several times in serious cases.

Prevention & strategies to support Rodings Policy on Anti-bullying are:

- Annual Friendship Week.
- Provide children with purposeful responsibilities, developing their self esteem personal skills
- Provide the opportunity for vulnerable children to have access to Learning Mentors and counselling.
- Making children aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying
- Children participating in role play work as part of PSHE
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- Whole school reward systems, including house point and golden time
- Good quality role models
- Adults modelling appropriate responses to a wide range of scenarios
- Children and parents having a good knowledge of the procedure/policy
- Children having a clear understanding of their rights and responsibilities
- E-safety frequently discussed and taught (see Online Safety policy)
- Using Play Leaders and Special Friends to reinforce positive relationships
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating

The role of Governors

The Governing Board supports the Headteacher in all attempts to eliminate bullying from our school. The governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's Anti- Bullying policy.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Board by writing to the Chair:

Steph Green

% Rodings Primary School

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school Anti-Bullying Policy, and to ensure that all staff (both teaching and non- teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is unacceptable behaviour. The Headteacher ensures that all staff, including midday assistants, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

Teachers are responsible for notifying the Headteacher of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Headteacher who will inform the relevant parents.

The school also records incidents that occur near the school, or on the children's way between school and home. All adults who witness an act of bullying report this to the Headteacher who will record this. If any bullying takes place between members of a class, the teacher and Headteacher will deal with the issue immediately. All adults are to follow up what they have said e.g. keeping an eye, follow up discussion etc. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy.

We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school or feel ill regularly.
- Always take an active role in their child's education.
- Enquire how their day has gone, who they have spent their time with, etc.
- If parents feel their child may be a victim of bullying behaviour, inform school immediately. Their complaint will be taken seriously.
- If a child has bullied a child, not to approach that child or their parents or involve an older child to deal with the bully. Inform school immediately who will deal with it following school policy.
- It is important that parents advise their child not to fight back. It can make matters worse!
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- If they know their child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If parents are dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Chair of the Governing Board via the school office.
- Parents should not discuss issues around bullying on social media or contact perceived bullies and their parents as this can prolong bullying, lead to false allegations and make the situation more complex to solve.

The role of children

What can children do if they are being bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that their silence is the bully's greatest weapon.
- Tell themselves that you do not deserve to be bullied and that it is wrong.
- Be proud of who they are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!". Walk confidently away. Go straight to a teacher or member of staff.
- If they are getting emails, texts or messages that make them feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take them seriously and will deal with bullies in a way which will end the bullying and will not make things worse for them.

What do you do if You Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately.
- Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

Monitoring and review

This policy is monitored continuously by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's MyConcern reports, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, bullying about someone's sexuality or bullying directed at children with disabilities or special educational needs. Bullying which could lead to someone becoming radicalized will also be monitored closely.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

When bullying has been observed or reported the following steps will be taken:

Step 1 Meet with the victim

Where bullying has occurred the victim will be asked what has happened and the feelings of the person concerned. The names of those involved need to be disclosed.

Step 2 Hold a meeting with those involved

A meeting will take place with those involved who will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of 6 to 8 usually works best.

Step 3 Explain the problem

The children are told about the way that the victim is feeling and a piece of writing or drawing might be used to emphasise their distress. The details of an incident are not discussed and blame is not allocated.

Step 4 Share responsibility

Blame is not attributed but the group are told that they are responsible and that they can do something about it.

Step 5 Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given but promises of improved behaviour are not extracted.

Step 6 Leave it up to them

The meeting is ended with responsibility being passed over to the group to solve the problem. Agreement is reached about meeting again to see how things are going.

At some point between steps 1 and 6 a decision will be taken to inform parents and this will vary according to the nature of the problem.

Step 7 Meet again

About 1 week later each person is asked again how things are going. This allows the situation to be monitored and keeps the pupils involved in the process. This may continue as required.

Glossary

Bully a person or group behaving in a way which might meet the needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by this behaviour.

Victim a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, or ability, to counteract or stop the harmful behaviour.