

ESSEX PRIMARY SCHOOL

ANTI-BULLYING
Policy

Reviewed October 2020

Next Review due October 2022

ANTI-BULLYING POLICY

At Essex Primary School we strive to create an environment, which promotes acceptable patterns of behaviour, and a harmonious lifestyle to enhance effective learning.

We believe that bullying is detrimental to all concerned and that there is no place for bullying within our whole school community. We are committed to creating a bully-free school. This is clearly reinforced in our School Behaviour Policy.

We regard bullying as particularly serious and always take firm action against it.

We encourage pupils to work against it and to report any incidents of bullying.

Policy responsibility

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

This policy was initially developed with input from all staff via a staff meeting, information from the Anti-Bullying Alliance for London, the views of pupils and parents and the latest Government guidelines.

The impact of this policy will be monitored by all stakeholders on a day-to-day basis, kept up to date by the leadership group and reviewed every two years.

A definition of bullying

We recognise bullying in many forms, as a manifestation of repeated deliberate physical, verbal or psychological abuse, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation.

Incidents of bullying can include:

- Name calling
- Malicious gossip / Talking about you behind your back
- Damaging or stealing property
- Trying to make you do something you don't want to do
- Pushing around
- Fighting
- Pinching and kicking
- Jostling
- Teasing / Making fun of you or your family
- Making racist or sexist comments
- Making negative comments about SEN or disabilities
- Making negative comments about personal appearance or a health condition
- Making negative comments related to home circumstances
- Making negative comments relating to sexual orientation
- Making negative comments relating to ethnicity or religion

- Intimidation
- Trying to take money or items from you
- Influencing others about you, e.g. not to be your friend
- Damaging other pupil's school work or equipment
- Text bullying
- Internet or cyber bullying

This list does not necessarily cover all possible bullying incidents – rather, an incident should be seen as bullying when a person is regularly made to feel victimised, vulnerable, unsafe or unhappy.

These actions must be persistent or repeated to be considered bullying as opposed to unacceptable behaviour.

Bullies rely on power or domination, often with group support – the only way to address this is to **tell someone**. We do everything we can to ensure pupils are not by-standers to bullying, but report incidents as soon as they can.

Adults need to recognise the difference between Bullying/Bossiness and Bullying/Boisterous behaviour:

Bullying	Bossiness
Increasingly relying on threat and force. Wilful conscious desire to hurt	Bossing whoever is around at the time. Usually grow out of it as they mature and learn social skills
Play spoiling other children's activities deliberately, showing violence and hostility. Rough, intimidating behaviour.	More natural, uncontrolled – not vindictive – high spirits, not unfriendly.

The bully and the bullied:

It is important to consider ways in which the bully can be helped to acknowledge and express concern for the victim. Successful approaches include a 'shared concern' procedure or mediation. Also, the bully may be manifesting this behaviour as a cry for help. There must always be an investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying may need counselling or coaching to reconcile the effects of the bullying. Sometimes pupils are bullied because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the pupil may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the Learning Mentor or Safer Schools team.

Outside agencies that could also be of use or interest are:

- Newham's Parent Partnership Service provides support for parents whose children are involved in bullying incidents. They are based at:
747 Barking Road, Plaistow, London E13 9ER Tel: 020 8470 9703
- School staff and parents can receive advice and support from NPW: Advice & Support Service on 020 8249 6900.
- Anti-Bullying Alliance for London www.anti-bullyingalliance.org
- www.antibullying.net
- www.bullying.co.uk
- <https://www.gov.uk/bullying-at-school>
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- <https://www.nationalbullyinghelpline.co.uk/>

Curriculum

There are many links to anti-bullying topics in the PSHCE curriculum, RE and assembly themes. The PSHCE curriculum was devised with guidance from the Resilience Framework.

The whole school undertakes themed anti-bullying work during anti-bullying week, e.g. circle time activities, self-esteem building, what to do if.

Bullying Prevention

There are various ways in which we at Essex Primary School seek to prevent bullying:

- All staff reinforce to the pupils to "tell – 'Don't suffer in silence'" and "Don't be a bystander." These are the consistent messages given throughout the school.
- Violence of any type is not tolerated. 'Hitting back' at a bully would not be deemed appropriate and would incur sanctions for the person hitting back. Pupils are all made aware of this.
- The potential bullying hot-spots to be monitored by staff during breaks and lunchtimes.
- Buddying – vulnerable or isolated pupils are paired up in this system with other pupils from within their own class by their class teacher, so that a pupil with more language or skills is with them to aid their development, and to help them feel less vulnerable or isolated.
- Transition arrangements – many measures are implemented to ensure transition, between key stages and for mid-phase admissions, is as smooth as possible. This includes using the buddy system of linking up Year 4 pupils with new Year 3 pupils who have been identified prior to transition from Key Stage 1.
- School council – our school council is pro-active and continuously involved with the development of policies and making changes within school. Pupils, when asked, knew that they could take their bullying issues to the school council via their class rep.
- All new staff to be given training as part of their induction programme.
- Midday staff to be given training every year – the focus to be on 'Positive Behaviour Management'.
- Adults/family members who come to school in support of a bullied pupil or a bully will be required to comply with this policy. Incidents will be dealt with by the Senior Management Team and parents/carers will be consulted. Essex Primary School

reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

Links with Behaviour Policy

This policy has close links with our school Behaviour Policy. The two should be read together. This policy details all the reward and sanction systems in place in our school.

Incidents involving bullying of staff:

- For incidents involving the bullying of staff, refer to the Whistle Blowing Policy.
- Staff may contact their Union rep.

Procedure for dealing with incidents

Here is the procedure used to investigate bullying incidents at Essex Primary School.

Step One – An incident is reported to an adult and recorded carefully and accurately using the “Safeguard” software. The adult informs the victim of the procedure and reassures them.

Step Two – The person to whom the report was made either investigates the incident or reports it to their line manager. They will need to ensure they make careful and accurate written notes at the time of the report. The Year Group Leader and Phase Leader must be informed.

Step Three – The investigator gathers information by interviewing all relevant parties separately. Make sure that witnesses wait separately to be interviewed. The investigator may need to consult pupils’ records and consult staff that were on duty at the time. There could be a delay while this takes place, if so, it is important to explain the delay in case the credibility of the procedure is put at risk.

Step Four – The investigator brings all the evidence to their Year Group Leader and Phase Leader to weigh up the evidence, reach a conclusion, and discuss the findings with all parties, including relevant staff, parents and a senior member of staff.

Step Five – The school will carefully consider the appropriate sanctions. Sanctions can involve a progressive withdrawal from certain activities, e.g. from breaks and during lunch hour, and may lead ultimately to exclusion. (The sanction of exclusion can only be decided by the Executive Head Teacher.) Any form of detention must be recorded on a “Detention record” log.

Step Six – Having applied the sanctions, the reason for the bullying should be investigated. Where necessary liaise with the Phase Leader, SENDCo and Learning Mentors to support the victim and the perpetrator. Bullying may be a symptom of a wide variety of problems experienced by the bully.

Step Seven – The incident will be written up in a log book kept for the purpose. The Chair of Governors and senior staff will have access to it from the School Office. See Appendix 1 for a sample log book page.

Incidents involving the bullying of staff should follow the line management procedures and investigated using the above steps appropriately.

Informal Procedure

1. Stress that watching and doing nothing is supporting the bully.
2. Be aware and tackle any racist or sexist language, i.e. Equal Opportunities Policy.
3. Give support to both the victim and the bully. Victims need high self-esteem and a sense of self-worth. Bully needs to work with others (co-operation rather than competition) and on self-esteem. Find out why they are bullying.
4. Reward non-aggressive behaviour in school.
5. Follow up, to support victim and prevent re-occurrence.
6. Make clear to parents and carers that bullying is not acceptable.
7. Use peer group pressure and praise and disapproval.
8. Help pupils to see other people's points of view.

Incidents of bullying will be dealt with in line with our Behaviour Policy, although the above procedures will be followed at the same time.

Staff must monitor and record all incidents of bullying. It is important to watch and record so that bullying is clearly identified through a pattern and with the features of bullying. Staff must be given training so that they implement practice at all levels to ensure all incidents of alleged bullying are dealt with.

Equal Opportunities & Disability Equality Statement

Our inclusive approach and differentiation allows all pupils to learn regardless of race, culture, faith, gender or disability.

We select and use resources that positively reflect all of the above.

SAMPLE LOG BOOK

LOG BOOK TO RECORD INCIDENTS

Section 1

Offender: Class: Date:

Other relevant details:

Victim: Class: Reported by:

Other relevant details: Location:

Nature of the incident and context in which it took place:

Signed:

Section 2

Action taken with offender:

By:

Action taken with victim:

By:

Section 3

Outcome / recurrence / further action:

By:

General notes:

1. All blank log book forms to be kept in a blank log book folder in the main school office.
2. Blank log book forms should not be removed from the folder. Forms will be filed in numbered order.
3. All incidents to be brought to the attention of the Year Group Leader and Phase Leader who will record their comments after they have carried out their investigation or taken action.
4. Completed log book forms to be filed after recording comments about the incident.

Completing the log book:

- Section 1: to be completed by a member of staff reporting the incident or member of staff to whom the incident was reported.
- Section 2: to be completed by those members of staff who have taken action with the offender or victim.
- Section 3: to be completed by Senior Management.