

# Stanley Grove Primary Academy

## Anti-Bullying Policy

### Vision

**Our vision is to create a world class education within our academies to enable every pupil and student to realise their full potential and, in particular, their full academic potential.**

### Rationale

All children have a right to feel safe and be protected in school from all types of harassment and bullying; derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, racial and cultural harassment; cyber bullying and disability or SEN based bullying. Bullying is a complex issue for the whole school community. It requires a whole school approach to ensure sensitivity, consistency and clear communication.

We are a Right's Respecting School and uphold the United Nations Convention on the Rights of the Child (UNCRC). Our policy is in accordance with the UNICEF Rights of the Child Articles 2, 3, 12, 13, 14, 15, 23 and 29.

We are also part of the National Nurturing Schools Programme, and as a school, we use some of the approaches from The National Nurturing Schools Programme to improve the health and wellbeing of children and removing barriers to learning by promoting nurture in education through NurtureUK.

 Children's learning is understood developmentally

 The classroom/school offers a safe base

 The importance of nurture for the development of self-esteem

 The importance of transitions in children's lives

 Language is a vital means of communication

 All behaviour is communication

## **Aims**

- To promote individual well being.
- To foster respect for others.
- To provide a clear message to all children that harassment and bullying, in any form, are completely unacceptable.
- To provide a safe, secure, happy environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- To provide all staff and those adults who work with the pupils (e.g. cover supervisors, supply teachers, trainee teachers, lunchtime organisers), with a clear framework to enable effective handling of bullying.
- To provide a consistent approach for all members of the academies and wider community.
- To provide pupils with an effective means of tackling bullying by ensuring that a known support network exists.

## **1. Introduction**

- 1.1** The ethos of the school should encourage respect for people and property; this being embraced by honesty, tolerance, self-discipline and a clear awareness that any type of harassment is an unacceptable form of behaviour.
- 1.2** Linked to the strategy of Every Child Matters, every child, whatever their background / circumstances, should have the support they need to:
- Be healthy
  - Stay safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic wellbeing

## **2. Underlying Principles**

- 2.1** This policy is seen to be closely linked with the school's Pastoral, Child Protection and E-Safety policies and to the Safeguarding portfolio of policies.

## **3. Definition of Bullying Behaviour**

- 3.1** Bullying is a subjective experience and can take many forms, making it extremely difficult to define. The nature of bullying is changing and evolving as technology develops.
- 3.2** Bullying is harmful to all involved, not just the bullied, and can lead to self doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide.
- 3.3** Definitions are different and individuals have different experiences; however from the accounts that the Anti Bullying Alliance have heard from children and young people, they consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power, leaving the victim feeling defenceless

### 3.4 Bullying can be:

**3.4.1 Physical** – pushing, kicking, hitting, pinching, biting and other forms of violence or threats.

**3.4.2 Verbal** – name calling, sarcasm, spreading rumours, persistent teasing.

**3.4.3 Indirect** – spreading rumours, excluding from groups, writing graffiti, posting photographs or images online.

**3.4.4 Emotional** – exclusion, tormenting, threatening gestures, ridicule, humiliation.

**3.4.5 Racist** – racial taunts, graffiti, gestures.

**3.4.6 Sexual** – unwanted physical contact, abusive comments, homophobic abuse.

**3.4.7 Cyber Bullying** – any of the above which takes place through electronic communication.

**3.4.8 Disability / educational need** – which leads to any of the above.

## 4. Guidelines

**4.1** Pupils who are victims of, or witness to, bullying should promptly inform a member of staff.

**4.2** Any pupil or adult who reports an instance of bullying will be taken seriously and the incident investigated thoroughly and recorded.

**4.3** If a member of staff feels unable to deal with the particular problem, the pupil needs to be informed that it will be necessary to refer the issue to another member of staff.

**4.4** All staff will communicate to each other, through the recognised procedures and appropriate action taken.

**4.5** Once an instance of bullying has been substantiated, the aim will be to resolve the problem quickly and effectively without further repercussions.

**4.6** All information will be recorded for future reference. A record of all bullying instances will be logged in a central log (CPOMS Behaviour Log).

## 5. Strategies

- 5.1 The “victim” and the bully will be interviewed separately, although the “victim” may elect to have a friend to support them throughout.
- 5.2 The “victim” will be reassured and the aim of the procedure will be explained to them.
- 5.3 The bully will be interviewed separately and will be asked to consider how they would feel if they were bullied. The reasons for the behaviour will be discussed. The bully will be asked to give a reassurance that the bullying will cease and told that the situation will be monitored and formally reviewed on a specified date.
- 5.4 The Restorative Practice/ Mediation approach will be used if it is appropriate to bring both pupils together. The aim of this appraisal is to manage conflict and tensions by repairing harm and building relationships. It encourages acceptance of responsibility and its clear boundaries.
- 5.5 It may also be necessary to bring together groups of pupils not directly involved in the bullying incident and ask them to support the “victim”. The bully will also be offered strategies to help them reform. Other pupils may be asked to support the bully with their new behaviour regime.
- 5.6 It is not always possible to discover all the details of a particular incident, but certain strategies can be used, including:
  - Restorative Practice / Mediation
  - Circle Time
  - Advice and support from other agencies
- 5.7 The school will keep parents of the both the bully and the “victim” informed of developments and seek their support in monitoring the situation. It is not the school’s policy to discuss with any parents/carers any action taken unless it is specifically about their child.

## **6. Sanctions for Persistent Bullying**

- 6.1 In cases of persistent bullying, or when the bully fails to comply with the agreed procedures, one or more of the following sanctions may be used:
  - 6.1.1 Formally recording the instances for the pupil record.
  - 6.1.2 Involving the parents/carers of both bully and victim and informing them of the consequences.
  - 6.1.3 Isolating the bully at recreation and lunchtime, during which discussions with a Peer Mentor or Phase Leader can take place.
  - 6.1.4 Withdrawing the bully from lessons after a discussion with class teacher.
  - 6.1.5 Liaising with the Link SLT about more serious sanctions, e.g. involvement of external agencies or exclusion.

## **7. Prevention**

- 7.1** All members of staff are asked to watch for early signs of distress in pupils / students, some of which may be attributable to bullying. It is likely that this will apply especially to pupils / students recently received into the school community.
- 7.2** All areas of the school will be adequately staffed during recreation, lunchtime and after school. Staff on duty should be vigilant and should observe the nature of pupil / student behaviour. Special checks should be made on toilets and other isolated areas.
- 7.3** Anti-Bullying Ambassadors work across the school to raise awareness of bullying and provide support for victims of bullying.

## **8. Training and Teaching**

- 8.1** Staff will be given the opportunity to participate in in-service training courses which lead to a greater understanding of the signs and symptoms of bullying; awareness of procedures for dealing with individual cases; the relationship between bullying and child protection issues and advice on making use of the curriculum to build preventative approaches to bullying.
- 8.2** Bullying will be addressed in PD lessons, P4C, circle times and assemblies.

## **9. Conclusion**

- 9.1** As a school, we accept the responsibility of recognising and dealing with cases of bullying.
- 9.2** We will act in a supportive and sympathetic manner when dealing with reports of bullying.
- 9.3** We will look to increasing the self-confidence of our pupils as a long-term measure of protection against bullying.

Reviewed: July 2023

Next Review Due: September 2024

Signed



Rachel Wise

Chair of Governors