

Elm Park Primary School

Inspiring Learners, Enriching Lives, Achieving Together

Anti-bullying Policy



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Updated by	Carol Bond
Start Date	May 2018
Review Date	May 2020
Headteacher's Signature	
Chair of Governors' Signature	
Date ratified by FGB	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Anti-bullying Policy	DATE:	21.05.2018
EIA CARRIED OUT BY:	Carol Bond	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		
Pregnancy and maternity		
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		x

Any adverse impacts are explored in a Full Impact Assessment.

Anti-Bullying Policy

This policy draws heavily on the South Gloucestershire Council's Policy on combating bullying.

Rationale

At Elm Park Primary School we aim to create a safe and secure learning environment where individuals treat each other with respect and understanding. Bullying has no place in our school.

Aims

- ❖ To create a positive ethos within the school based on mutual respect
- ❖ To recognise what bullying is, and to provide effective measures for combating bullying

1. What is bullying?

Most definitions of bullying refer to the following elements:

What is bullying?

- It is a deliberately hurtful behaviour which is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves

Bullying can take various forms, for example:

- Physical - *deliberately hurting, hitting, kicking, taking belongings.*
- Emotional - *name calling, teasing, insulting, racist remarks. Lowering self-esteem*

- Driven by Prejudice – *This might be homophobia, racism or victimising those with special needs and/or disabilities. It might be picking on a looked after child because they are cared for away from home or it may be picking on a child who cares for a sick relative*
- Indirect - *spreading nasty stories about someone, excluding someone from social groups.*
- Extortion - *demand for money or favours.*
- Cyberbullying – *Any form of bullying using a mobile phone or the internet, chat rooms, instant messaging, social networking sites, chat rooms or email.*

For further information about the school's precautions against cyber bullying, see Acceptable Use Policy.

A one off incident is not bullying and will be dealt with by the behaviour policy. Not all aggression or name calling is bullying. It becomes bullying when it is exercised through the use of power rather than an exchange between equals. This power might be due to premeditated use of physical strength with the use of psychological power.

2. Who can be bullied?

Any child can be bullied. There are however certain risk factors which will make the experience of bullying more likely. These include:

- Lacking close friends in school.
- Being shy.
- Coming from an over-protective family environment.
- Being from a different racial or ethnic group to the majority.
- Being different in some obvious respect from the majority.
- Having special educational needs.
- Being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.

3. Establishing a positive school ethos

The most important aspect of our strategy to combat bullying is the creation of a positive and inclusive school ethos. This begins with how adults in the school treat each other, parents, and pupils: with respect and understanding, even in difficult situations. Concerns expressed by pupils and parents are always listened to carefully and taken seriously.

We have a very clear Behaviour Policy which states the behaviours we want to promote, and the rewards which go along with those behaviours. These behaviours are promoted at all times in our daily lives. Within the school curriculum there are many opportunities to promote the understanding of feelings and emotions, most specifically through PSHE lessons. A central aim of the Reception year is to teach children basic social skills. We aim to be constantly promoting and reinforcing positive behaviour and developing all children's self-esteem through celebration of achievement. In this way, by aiming to 'include' everyone in the school community, it is much less likely either that children will become a focus for bullying, or that others may resort to bullying.

4. Our Approach to tackling bullying: the 'problem-solving' approach

Where a case of bullying has been identified, our principal aim is to restore the victim's sense of happiness and well-being. Our approach is based on the widely accepted understanding that the most effective strategies to combat bullying include the following:

- Involvement of the wider school community in finding a solution to the problem/s
- Consistency in prevention and response
- Taking all issues seriously
- Not seeking in the first instance to apportion blame
- Involving parents at an early stage

The most successful intervention strategies all involve a problem-solving approach.

What we aim to do:

- Reporting

Suspected instances of bullying are to be reported to one of the teaching staff or to the Headteacher. Children need to be assured not to keep worries to themselves, but to tell their parent and/or a teacher. The whole school community needs to be assured that all instances are taken very seriously, and investigated thoroughly.

- **Response**

It is essential that the first adult involved in the situation reassures the 'victim' and informs the member of staff nominated to deal with bullying as soon as possible. Currently the nominated person (NP) at Elm Park is the Headteacher who may delegate responsibility to another member of staff after the initial enquiries take place. The NP then takes the following steps summarised below:

Step one - interview with the victim / bully/ies

Step two - convene a meeting with the people involved (pupils / parents)

Step three – following parent update, complete SIMS report

Step four – update pupil report file - CPOMs

Step five – further meeting with the pupils involved and share responsibility

Step six - work with the group to generate ideas and agree plan of action

Step seven - allow time for strategies to embed

Step eight – meet them again to review progress

5. Additional guidelines

- **Communication** It is important that there is on-going communication during this process between the NP and class teachers of all children involved. Other members of staff (eg Lunchbreak Supervisors) are also likely to need to be kept informed.
- **Involving Parents** Parents of all children involved should be informed at the earliest opportunity, so that their support can be encouraged. Parents are encouraged to:
 - Listen carefully to their child, and reassure them that action will be taken
 - Stay calm despite any concerns
 - Discuss issues with the school at the earliest opportunity, and review actions
 - Give the school time to address the issues
- **Monitoring**
Informal monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully - eg. help in developing friendship or assertiveness skills or self-esteem training. Our Reward System can also be used to reinforce positive behaviour and to raise self-esteem.
- **Formal Monitoring**
The bullying incident is recorded onto SIMS (the schools secure database) and in addition a record of those involved and the action taken is sent to South Gloucestershire LA using their secure reporting system. This is a requirement of South Gloucestershire LA. The report is logged centrally and details given to the Council's Senior Educational Psychologist who is able to monitor patterns and offer targeted support to schools and individuals. A report is not sent until parents have been informed.
- **Training**
All staff are to have training in the development of anti-bullying strategies. This is likely to be linked to the development of PSHE (Jigsaw). Lunchbreak Supervisors are updated regarding skills in promoting positive playground behaviour.
- **Looked After Children**

Where children involved are looked after by the Local Authority, their Social Worker should be involved at the earliest opportunity.

▪ **Racial Incidents**

Where bullying has a racial aspect, the guidelines laid down in our **Racial Incidents Policy** should also be referred to.

6. **Continuation of Bullying**

In the event that any child involved continues to bully others, then it will be necessary to initiate further action. The child/ren may need to be placed on school report for a period of time, or an Individual Education Plan may need to be drawn up and a behaviour modification programme initiated, which could need support from outside agencies, such as the Psychology Service, Learning Support Service, Education Welfare Service, or Behaviour Support Advisor. Further parental involvement would be essential. If all of these strategies were tried and failed, then the school would invoke its staged disciplinary procedure. Ultimately, this can lead to permanent exclusion from the school.

7. **The development of positive playground behaviour**

It is essential that staff and children are both involved closely in:

- The development of an attractive playground environment
- Supervision of any 'hidden corners'
- The development of playground games
- Developing alternative lunchtime activities, e.g.: clubs; using the courtyard as a quiet area
- Peer mediation
- Involving older children with younger children

8. **Promotion of this policy**

It is essential that all governors, staff, parents and children are aware of this policy.

- **Governors**
All governors will receive a copy of this policy on review. The Curriculum & Standards Committee have a specific brief to monitor the policy on a regular basis.
- **Staff**
When the policy is revised, it should be discussed with all staff involved with children. New staff should be made aware of the policy as part of their Induction process. At the start of each school year, the key points of the policy should be discussed with staff.
- **Parents**
All parents will be informed through the newsletter when the policy has been reviewed. Copies of the policy will be available on request and on the school website.
- **Children**
All children need to be made aware of the contents of this policy, on a level appropriate to their age and understanding. This will be part of the school's PSHE programme, as well as through school assemblies. The school council may also be a key vehicle for promoting an anti-bullying message.