



# **Rowlands Gill Primary School**

## **Anti-bullying Policy**

**Date – October 2016**

**Ratified by Governors: October 2016**

**Next review October 2017**





## **Mission Statement**

At Rowlands Gill Primary School our children are valued as individuals and it is our policy to maximise the opportunities they have here, to help them to develop intellectually, morally, spiritually, physically, creatively and socially.

In our school we aim to provide a happy, secure and structured environment which will lay the foundations in terms of knowledge, skills and attitudes to equip our children for life.

We aim to provide stimulating and interesting first-hand experiences for our pupils, in a curriculum which has breadth and variation, and is relevant to the differing needs of all our children at all stages of the Foundation Stage and National Curriculum.

To ensure that Rowlands Gill Primary School can fulfil its Mission Statement, it is paramount that we have a strong anti-bullying policy to provide a safe and secure educational setting for all our pupils.

Bullying takes place in every school and in the wider community and we seek to address this issue by developing a culture of openness and a structured response to incidents. This policy also draws on the experience of Gateshead Council and reflects the Local Authority policy.

## **Aims and Objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incident which may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **What is bullying?**

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim. Bullying may happen on a regular, prolonged basis and may not be merely a one-off incident.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting e.g. hiding books or threatening gestures.
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments.



- Homophobic/Biphobic/Transphobic – because of or focusing on the issue of sexuality. Included within this category is the hurting of other children who don't have the traditional family structure
- Verbal – name calling, sarcasm, spreading rumours or teasing.
- Cyber – all areas of internet such as email or internet chat room misuse, mobile telephone threats, text messaging or calls and misuse of associated technology e.g. camera and video facilities.
- Religion- taunting on the basis of others religious choices/lifestyles

### **Signs and Symptoms.**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possession which are damaged or 'go missing.'
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Implementation of Strategies.**

- A clear lead from senior management with effective and repeated communication between staff, governors, parents and pupils.
- Ensure our school has an ethos to emphasise expectations and use as a model for respect and understanding of each others needs.
- Curriculum approaches promoting understanding of bullying issues through drama, art, english, religious education (RE) and Social and Emotional Aspects of Learning (SEAL) and Physical, Social, Health and Educational activities.
- Collective Worship approaches dealing with bullying issues eg. changes, relationships and getting on and falling out etc .



- Listen carefully to and support pupils, parents and staff.
- Monitor pupil behaviour carefully in and around school.
- Recognise behaviour change and early signs of distress as an indicator of bullying (see signs and symptoms)
- Organised initiatives e.g. buddying system, 'Friend Again' and circle time.
- Draw upon the expertise and experience of outside agencies and other schools e.g. Anti-bullying Award, Behaviour Improvement Programme (BIP), Emotional Wellbeing Service etc.

### **Procedures**

- Log the incident of bullying as quickly as possible and maintain detailed records ( by a member of staff or the Head teacher and records to be kept.
- Communicate information, informing other relevant members of teaching and support staff.
- If a child transfers in to Rowlands Gill Primary School and has been bullied before at his/her previous school the class teacher will monitor him/her for the next half term and report to parents at the end of that half term.
- Increase vigilance at times of transition and other unstructured times of the day.

Once it has been established that bullying has taken place the victim will be spoken to confidentially.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/bullies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Rowlands Gill Primary School and what effect it has on the victim and the rest of the children in the class/school regarding their learning and educational welfare. Apply sanctions relevant to the type of bullying (sanctions are below).
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions ( see below ).
7. Sanctions for the bully increase according to the hierarchy below:
  - Loss of morning and afternoon break times for one day. This is recorded by the teacher.
  - Loss of morning and afternoon break times for two days and inform parents of bully and victim by telephone. This is recorded by the Headteacher.



- loss of lunchtime and withdrawal from favoured activities, for example, football teams, sports events, disco etc.
- At this point we inform parents of the bully and victim in writing. Parents are warned if there is a re-occurrence of bullying behaviour then the pupil will be given a fixed term exclusion for a lunchtime. A Behaviour Support Plan\* is put in place for the victim and the bully. The Headteacher –informs the Chair of Governors and the Safeguarding Governors regarding these incidents.
- In serious cases, further ‘fixed period of exclusion’ from school may be applied.
- All Fixed term exclusions are noted on the pupil’s school record throughout their education. (separate bullet point)

#### The hierarchy for exclusion now follows:

1. Then the pupil receives a half day fixed term exclusion.
2. Finally, the pupil receives a full day fixed term exclusion.

In very serious cases, if the bullying has not stopped, governors will consider ‘permanent exclusion’ from school. The school can also over-ride the hierarchial sanctions and move straight to a permanent exclusion, in which case the pupil will no longer be able to attend school.

- A Behavioural Support Plan can be implemented at any time by the Headteacher; although this will usually be done when the parent is written to formally by the Headteacher.

#### Behaviour Support Programme

- Provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition
- Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.
- If a parent is unwilling to sign and help to implement the Behaviour Support Plan then we recommend that the parents should contact the Local Authority and consider sending their pupil to another school. The school will support the parents in this process.
- Communicate with the bully to get his/her views on how to make school a safe educational setting
- Monitor the situation to ensure repeated bullying does not take place eg staff, lunchtime supervisors.
- Communicate with parents as much as possible.
- Outside agencies will be contacted, if appropriate, when required



- The Police will be invited to discuss 'anti-bullying' in assemblies and with individual(s) when fixed term exclusions have been applied.
- If appropriate the bully may be required to come up with solution to support the victim.
- In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils.

There are posters advertising how children can report bullying and dissuading children from bullying around school.

The Childline and Department for Education Bullying Website addresses are displayed prominently in school.

### **Bullying off the School Premises**

Rowlands Gill Primary School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from Rowlands Gill Primary School, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, Rowlands Gill Primary School will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the pupil(s) and parents involved from the other school.
- Talk to the Headteacher of the school whose pupils are bullying off school premises.
- Talk to the Police about problems on the local streets.
- Talk to the local transport company, if bullying is occurring on school buses.
- Talk to pupils about how to avoid or handle bullying situations.

### **Bullying Directed Towards Race, Gender, Sexual Orientation or Disability**

Rowlands Gill Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

#### Racial Bullying/Harassment

Racial bullying will not be tolerated in Rowlands Gill Primary School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.



A full investigation will be carried out, recording incidents in a separate incident book and on Local Authority forms. Rowlands Gill Primary School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in religious education lessons.

Rowlands Gill Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and Local Authority as required.

### **Sexual Bullying**

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Rowlands Gill Primary School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Rowlands Gill Primary School's strategies to deal with sexual bullying include:

- recording incidents in a separate incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate discipline procedures as appropriate.

### **Sexual Orientation**

Sexual bullying can also be related to sexual orientation (homosexual, transsexual or bi-sexual etc).

Strategies to deal with such bullying include:

- recording incidents in a separate log.
- awareness by staff that homophobic bullying can occur and how to deal with it using the agreed strategies.
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implementing discipline procedures if the bullying warrants it.

### **Special Education Needs (SEN) or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.



Rowlands Gill Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor is appointed for the pupil to confide in.

If the bullying is serious, Rowlands Gill Primary School undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

### **Role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing Body monitors and reviews the effectiveness of this policy regularly.

### **Role of the Head Teacher**

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and know how to identify and deal with incident of bullying.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws this to the attention of children in assemblies. The Headteacher ensures that all staff including lunch time staff receives sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher will also arrange for appropriate training for governors.

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.

### **Role of the Parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should contact the child's class teacher. If they are not satisfied with the response they should contact the Headteacher.

If they remain dissatisfied they should follow the school complaints procedure detailed in the school prospectus.

Parents have a responsibility to support the schools anti-bullying policy and actively encouraging their child to be a positive member of the school.



### **Role of the Pupils**

Our pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know. Pupils should inform an adult how they want the situation dealt with.

If the pupil is being bullied by an adult/teacher they are encouraged to inform an adult that they trust and it will be dealt with appropriately.

### **Monitoring and review**

This policy is monitored on a day to day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governor's responsibility and they review its effectiveness annually.

This policy has been reviewed by the Governing Body and we require all parents to support us in this important initiative.

This policy will be reviewed in October 2017.