

# Roding Primary School



with Provision for Deaf Children

## **Anti-Bullying Policy**

<b>Ratified by Committee:</b>	<b>Teaching and Learning</b>
<b>Adopted by Full Governing Body:</b>	<b>Autumn Term 2023</b>
<b>Next review due by:</b>	<b>Autumn Term 2028</b>

Our aim is to be a school where everyone feels safe, works hard and has fun. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

## 1. Aims and Objectives

- 1.1 The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.
- 1.2 The policy aims to produce a consistent school response to any bullying incidents that may occur.
- 1.3 We aim to make all those connected with the school aware to make clear each person's responsibilities with regard to the eradicating of bullying in our school.
- 1.4 We recognise that there may be incidents that are **perceived** as bullying and albeit undesirable and/or inappropriate actions may have occurred, but do not fit the definition as set out in 2.1. However, all such matters would still be dealt with in line with our Behaviour Policy.

## 2. Introduction

- 2.1 Bullying is defined as **deliberate** hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. There is sometimes a power difference. **The behaviour is repeated and habitual. Bullying is not tolerated at Roding.**

**Bullying can be Physical, Verbal or Emotional** by a single person or a gang.

- 2.2 Bullying may take many forms, but the main types are:
  - **PHYSICAL:** Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact.
  - **VERBAL:** Verbal bullying can include name calling, insulting, threatening, making racist or other deliberately hurtful remarks which makes a person feel bad.
  - **INDIRECT:** Spreading unpleasant stories about someone, excluding someone from social groups/games, in order to intimidate.
  - **CYBER-BULLYING:** Can include internet, chat rooms, e-mail, text messaging on a mobile phone, misuse of technology.
  - **SEXUAL:** Unwanted contact or sexually abusive comments.
  - **HOMOPHOBIC:** Focussing on the issue of sexuality
  - **RACIAL:** Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin.
- 2.3 All bullying is damaging to those who experience it and to those who perpetrate it. Research suggests that the consequences of bullying can last for many years and in extreme cases can undermine a person's self-belief.
- 2.4 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting

from school. Pupils are actively encouraged to report bullying at Roding Primary School.

All those connected with the school must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

2.5 Reasons a pupil may experience bullying may include:

- Race / Gender / Class/ Sexuality
- New child in school
- Child with family crisis
- Disability or difference of any kind
- Children who are not assertive (timid), unlikely to fight back, children with few friends,
- anxious or fearful children, younger children and those outside a group.

2.6 Reasons for being a bully may include:

- Experiences of violence/ have been bullied themselves
- Enjoyment of power / creating fear
- Low self esteem
- Copying behaviour seen at home or on television

### 3. **Implementation**

3.1 Pupils are encouraged to approach a member of staff if they are being bullied/feel upset. They should understand that:

- It will be taken seriously
- It will be investigated and appropriate action taken
- It will be recorded via Safeguard.
- Support is available (see below)
- At Roding Primary School, all cases of bullying will be reported to the Senior Leadership Team (CLT), who will work closely with the class teacher and the Behaviour Lead to establish the facts and liaise with the children and their parents. The Co-Head Teachers will be made aware through the safeguard system and the fortnightly safeguarding meetings.

3.2 Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

3.3 Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need for change
- Informing parents or guardians to help change the attitude of the pupil.

3.4 Parents of all children involved will be kept informed on a regular basis and their support will be expected.

If bullying is persistent, punitive measures will be used as appropriate and in consultation with all persons concerned.

#### **4. The Role of the Staff**

##### **4.1 The Class Teacher**

Where bullying is suspected:

- Listen to all the children involved and act immediately.
- Note changes in friendship groups.
- Observe closely the socialisation of new pupils.
- Check on patterns of attendance, lateness and sickness in school.
- Note instances of withdrawn personality.
- Be suspicious of a sudden drop in achievement.
- Be careful of unintended outcomes when choosing groups or when partner work is involved.
- Act immediately on parent's suspicions, support staff advice, parent helper's advice.
- Raise awareness through PSHEC.
- Hold weekly circle times.
- Operate a system of 'teacher time' – giving children an opportunity to raise any issues.
- Give pupils opportunity to discuss ideas/issues further.
- Report bullying concerns (including perceived) via Safeguard and liaise with Behaviour Lead/DSL

##### **4.2 Teachers/Staff on Duty**

- Patrol areas which are not directly observable
- Note the occurrence of isolated pupils
- Observe inappropriate behaviour of pupils in the playground
- Listen to the children and act immediately.
- Encourage children to adhere to the Playtime/lunchtime Charter
- Increased playground supervision of key children
- Report behaviour incidents on Class Charts
- Report Bullying concerns (including perceived) via Safeguard

##### **4.3 Support Staff**

- Listen to children when they sought out by them to talk about problems/concerns
- Act immediately and pass on information to Class Teacher

##### **4.4 The Head**

- Act immediately on parent's suspicions
- Clarify the facts from all parties
- Keep a record of all incidents reported by teachers, parents and pupils
- Arrange support for both victims and bullies
- Conflict resolution sessions may be arranged and led by a member of CLT

- Discuss with staff suitable sanctions where necessary. Note: On rare occasions of serious & sustained bullying children can be excluded.

#### 4.5 **The Governing Board**

- Monitor incidents of bullying
- Review effectiveness of the school policy every two years.

#### 5. **The Role of all Parents**

Parents are encouraged to try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed.

Report instances of bullying to the class teacher if:

- They feel that their child is a victim
- A friend of their child is a victim
- Their child is involved in bullying behaviours.
- **All information will, of course, be treated with the utmost discretion so that nobody will feel compromised by passing it on.**

It is strongly advised that parents do not approach any other parents and particularly other children about any such matters and instead direct all information/contact through the school via the Class Teacher or School Office.

Parents are also advised to not give permission for bullying by encouraging children to hit back, or to 'toughen up'.

#### 6. **The Role of all Pupils**

- Care for each other and report any incidents of unkind behaviour or verbal abuse to any adult in the school.
- Support the child who is the recipient of hurtful behaviour. BE A GOOD FRIEND.
- Think before they say unkind words and be aware of how their behaviour may be viewed by others.
- Never touch another pupil in an aggressive manner.
- Do not leave other children out of social activity. Make an effort to involve everyone whenever possible.
- Respect the rights of everybody to be happy and safe.

#### 7. **The Curriculum**

- Raising awareness through PSHEC, which addresses social issues including bullying
- Give opportunities for pupils to discuss the ideas
- Worry boxes in classrooms (Years 1-6)
- Annual Anti-Bullying Safety Week
- Raising awareness through assemblies

#### 8 **Pupil Transition**

- To ensure a smooth transition to the next year, pupils have a 'meet the teacher session' with their new teacher(s) towards the end of the summer term.

- In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.
- Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **9 Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. This policy should be read in conjunction with all the school safeguarding procedures and policies.