

# Ingol Community Primary School Anti-Bullying Policy

Our children are generally very accepting of each other and our differences and individuality but we recognise bullying often causes confusion for parents, children and staff, it is therefore important that all members of the school community recognise what is and what is not bullying behaviour.

## **What is bullying behaviour?**

Behaviour which is:

- Deliberately hurtful, physically or emotionally.
- Repeated over time
- Difficult to defend against.

There are four main types of bullying behaviour

- Physical
- Verbal
- Indirect
- Cyberbullying

## **What is not bullying behaviour?**

- There is no intention to hurt or harm, i.e. thoughtless or accidental.
- There is a one-off disagreement/argument between pupils of equal stature or strength.
- There is a good reason not to include somebody.
- A pupil is called a nickname which the other person knows to be hurtful to them.

## **School Responsibilities**

It is vital that school ensures all members of school understand the above policies and are aware of the negative impact of bullying behaviour and how school will deal with incidents of bullying.

- School will identify and investigate bullying behaviour, if the behaviour is deemed to pose a Child Protection concern then the Designated Senior Person should be notified and investigations left to other agencies.
- School must respond appropriately to all allegations of bullying.
- At Ingol Community Primary School, Class Teachers and class-based support staff should be the key adult in managing any disclosures/allegations. They may choose to refer individual cases to the school Learning Mentor, or Senior Management team.
- Staff should never ignore suspected bullying, nor make premature assumptions, listen carefully to all accounts, adopt a problem-solving approach and monitor the situation carefully.

Reporting and recording

- If a TA or other member of welfare staff finds out about a bullying incident, they will report it immediately to the class teacher and log this
- When a report of bullying is brought to the attention of the class teacher they will record it on CPOMS and pass it on to the Learning Mentor, AHT/DHT or HT and it will be dealt with immediately.
- With regards to persistent bullying the class teacher will record dates, times, incidents, witnesses and follow up actions, as well as following the above steps for each incident on CPOMS
- The AHT/DHT/HT will immediately contact parents if a bullying allegation is upheld.

#### Investigating possible bullying

After an allegation of bullying behaviour is made the AHT/DHT/HT will have enough information to carry out any necessary enquiries.

Liaison will be necessary with the class teacher, pastoral staff and may be necessary with a named DSL and the DHT or HT. The DHT/HT and class teacher together agree:

- The level and seriousness of the alleged bullying behaviour
- Who will talk to the pupils involved?
- Who else needs to be informed and at what stage.

The AHT/DHT/HT should speak to the victim and ask him/her to describe their account with dates, places and times and names if possible. If the child feels they can make a written account it could be encouraged. The pupil should then be asked what they would like to happen next.

If the teacher is satisfied the pupil is not in any immediate danger, measures should be taken to support them for the rest of the day and if necessary until the situation is resolved.

The AHT/DHT/HT should then look into the allegations.

The AHT/DHT/HT may well have to talk to a number of pupils before being able to determine whether the allegations are true or false. Depending on the nature of the bullying incident and the names of the pupils involved, staff will have to decide the most appropriate way to carry out the enquiries.

If allegations are proven to be true, contact should be made with the parents of those involved.

The AHT/DHT/HT should update CPOMs with details of incidents, conversations and outcomes for children and parental involvement.

#### **Responding to a clear incident of bullying behaviour**

In the event of a clear incident of bullying behaviour the school's first responsibility is to ensure the safety of the victim. The school should consider the following.

- In the event of an incident where pupil safety may be an issue it is NOT recommended that other pupils should have the responsibility of escorting the pupils involved in the incident to a place of safety.
- Record the incident on CPOMs.
- Which DSL will deal with the incident

- The place of safety should be supervised.
- If appropriate and can be facilitated, pupils should be kept apart.
- Consider the needs of those involved – explain the procedures quietly and calmly to pupils.
  - Where appropriate and if possible, children are given an opportunity to give their own written account. A written account should be made by all parties involved including any witnesses.
- Inform the pupils that the evidence may be kept on file.
- Inform parents and advise them how their actions might help the situation.
- If necessary, decide how pupils will be kept safe after the incident and on their return to school the next day.
- Record outcomes on CPOMs
- Explain clearly to pupils what your actions will be and give as much reassurance as possible to allay any anxieties. This is necessary for all pupils involved.

### **Preventing Bullying at Ingol Community Primary School**

One of the most important preventative strategies to guard against bullying behaviour is the ethos and culture of the school. A warm, friendly, welcoming school where pupils and parents feel valued and listened to is in itself a strong preventative measure. In a supportive atmosphere where pupils learn to take individual and group responsibility for their own and each other's welfare bullying behaviour can more easily be identified and addressed.

It is also important to support the school ethos with planned curriculum opportunities to introduce the subject of bullying behaviour. Inclusion in the curriculum for each year group acts as a reminder to pupils about the expectations of the school and also provides opportunities for staff to support pupils through the teaching of personal and social skills and address any safety concerns pupils may have.

It follows, therefore, that staff INSET is important to develop the expertise and knowledge of staff and give confidence to individuals in the development of anti-bullying strategies.

### **The Ethos of the School**

1. Is welcoming and friendly with:
  - easy access
  - a pleasing reception
2. Has good communication throughout the school:
  - pastoral systems are known and understood by all
  - the anti-bullying policy is known and understood by all
  - pupils know who and how to tell
  - parents know how to voice concerns and who to speak to and understand that this may require arranging a meeting if someone is not available right away.
    - staff have clear procedures to put into operation when bullying occurs
  - any other regular adults visiting the school are made aware of school procedures
  - pupils can share their concerns and ideas openly with staff

- pupils are asked to make contributions to school development through the school council.
  - Staff keep and maintain accurate records
3. Enjoys positive relationships:
- the building of good relationships is encouraged between teacher's/support staff/pupils/parents/others
  - all individuals in the school feel valued
  - the curriculum is planned to meet the needs of pupils
  - the curriculum builds and encourages self-esteem and self-confidence
  - the development of self-esteem is promoted and given importance throughout the school for both adults and children
  - teaching staff create a positive classroom climate throughout the school
  - teaching styles promote positive relationships between teacher and pupil
  - adults provide models of caring and respectful behaviour
  - the school regularly celebrates the achievements of individuals and groups
  - the school celebrates diversity within its community
  - respect is shown from individual to individual.

Pupils:

- pupils know it is "ok to tell"
- pupils know who and how they can tell
- acknowledge individuality
- pupils have confidence that in telling about bullying or intimidating behaviour, something will be done
- pupils are involved in assemblies on bullying behaviour on a regular basis
- there is opportunity for discussion whilst protecting anonymity
- pupils are kept informed about their concerns regarding bullying behaviour
- the curriculum is designed to help all children understand and address the effects of bullying behaviour
- The School's Council is known to all pupils within school.
- Be supportive of each other
- Develop the confidence to say "this is not OK. I don't like it"

Welfare Staff:

- good relationships are encouraged between welfare and teaching staff
- the welfare staff are made to feel valued by the school and have status within the school community
- procedures to report and deal with bullying behaviour are agreed with welfare staff and clearly laid down

Parents:

- parents know how to contact school and who to tell – this may result in a meeting being arranged.
- parents can feel assured that confidentiality will be maintained
- parents understand the school procedures for dealing with bullying behaviour
- the Complaints Procedure is available for parents on request.

The curriculum approach to anti-bullying

The Aims of a curriculum approach

**1. To raise awareness about bullying behaviour through:**

A) The pastoral curriculum

- Defining bullying

- Pupil led assemblies
- Mentoring time
  - School code of conduct/School Values
  - Displays/information leaflets
  - School Council
  - Suggestions boxes
  - Assemblies

B)

PSHE

- Planned in PSHE Schemes of Work.
- Delivered through Circle Time.
- Core Values curriculum

C)

Other Curriculum Areas

- Eg English, RE, PE.

D) School Activities and Events

- Assemblies.
- Theatre visits.

**2) To increase personal and social skills through a PSHE curriculum which promotes:**

- Friendship and relationships skills
- Empathy skills
- Respect for others
- Co-operation
- Understanding difference
- Communication skills
- Problem solving
- Coping skills
- Assertiveness skills
- Conflict resolution
- Dealing with anger
- Co-operative group work
- Decision making skills
- Safety education
- Understanding assessing risk
- Emotional development

**3) To build and maintain self-esteem by:**

- Circle time activities
- Through PSHE curriculum
- School rewards system
- Celebrating achievement
- Giving pupils a voice
- Values based curriculum

To build empathy and understanding through:

- The culture of the school in particular in classroom climate
- Developing emotional literacy
- Through drama, role play, literacy
- Circle time discussion/silent statements/games

- Creative writing, personal and imaginative accounts
- Co-operative group work
- Developing problem solving skills
- Developing tolerance
- Developing and enhancing communication and listening skills
- Examining spiritual and moral attitudes, values and beliefs
- Developing and understanding social justice.
- SMSC curriculum