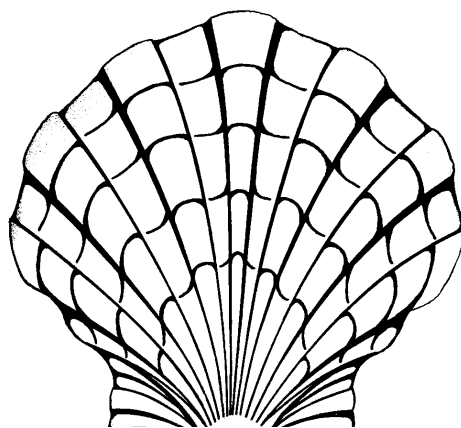


# ***NAZEING PRIMARY SCHOOL***



## ***ANTI - BULLYING POLICY***

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## Introduction

At Nazeing Primary School we aim:

- to create an atmosphere where children, parents and staff feel happy and confident
- for children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others
- to take all concerns about bullying seriously and investigate the reported incident(s)
- for children to take responsibility for their own actions
- to give children confidence to be assertive and challenge incidents

### **Bullying of any kind is unacceptable at our school**

## What is Bullying?

Bullying is deliberate behaviour, repeated over time, which is intended to hurt someone either physically or emotionally and involves a real or perceived power imbalance.

It can take many forms, the main types being :

- physical (any form of violence or theft)
- verbal (taunts, threats, hurtful or discriminatory language)
- emotional (exclusion, spreading rumours, tormenting)
- cyber (online or via mobile phone e.g. Using email, social networks or instant messaging)

Bullying is a subjective experience that can take many forms. From accounts of children and young people and research on the topic, the Anti-Bullying Alliance defines bullying as the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. At Nazeing, we use the acronym STOP (Several Times On Purpose). Bullying can be done face-to-face, through third parties, or through sending messages or images online or by email, text, or over the Internet. It can be physical and emotional, including:

- *Name-calling*
- *Taunting*
- *Threats*
- *Mocking*
- *Making offensive comments*
- *Kicking*
- *Hitting*
- *Pushing*
- *Taking and damaging belongings*
- *Gossiping*
- *Excluding people from groups*
- *Spreading of rumours*
- *Ghosting*

**It is not bullying** when children have had an occasional disagreement which is resolved with or without adult intervention. However, if a child feels they are being bullied this must be dealt with, as the perception of bullying can be as distressing as actual bullying.

## **Prevention of Bullying**

We encourage a positive approach to the prevention of bullying through cross-curricular activities, our TERRIFIC values, assembly themes, circle time, personal, social and health education, citizenship and religious education. The curriculum includes lessons on anti-bullying and we run a 'friendship' week once a year to run alongside the National Initiative. The Year 6 children take part in a LA programme entitled 'Crucial Crew' to support the transition to Secondary School.

### **We provide opportunities for children to:**

- to talk about their feelings 'good' and 'bad' through: stories, class discussions, assemblies, role play / drama
- experience 'empathy' – understanding other people's feelings.
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem
- take part in Assemblies which promote British Values such as mutual respect and tolerance with each week having a different focus on the rota
- talk to a member of staff if they need to, using the school's open door policy
- take part in robust E-safety policy and cyber bullying workshops and lessons.

### **Structures in place to support positive behaviour**

The school has a thorough Behaviour Policy which has been informed by the pupil voice and sets out clear systems for behaviour.

Positive behaviour is celebrated through:

- weekly commendations on the school Newsletter
- termly Achievement Assemblies
- text messages home by the Headteacher
- Board of Excellence
- Reading Shield
- Courtesy Cup
- teachers use of displays/ online systems to monitor and reward behaviour.

A high quality PSHE curriculum is taught and lessons are monitored regularly to ensure standards.

Training for Midday Assistants and Staff takes place on anti-bullying

- All Midday staff have books to monitor behaviour – any incidents are passed on to the line manager to be dealt with.
- Active lunchtimes – A sports coach from an outside agency runs activities on a Friday lunchtime and the Midday Assistants supervise games and activities in the Junior and Infant playground, promoting fair play and enjoyment of physical activity.
- Year 6 Sports leaders offer support in the Infant Playground, encouraging active games, turn taking and good friendships.

Ambassadors & School Council members

- The school has a strong pupil voice – meetings with the children are held to gather verbal feedback
- Pupil questionnaires are developed in the summer term to gauge pupil opinions across the school – feedback from these questionnaires informs PSHE planning, assemblies and workshops within classes

The school promotes understanding of friendship through:

- co-operative work/play situations in and out of the classroom
- links between year groups encouraging a caring attitude e.g. playleading, monitor system, etc.
- use of story books and poems that talk about and illustrate friendships
- our religious education syllabus and PSHE syllabus
- learning about themselves and others through the science syllabus
- using playground equipment to provide constructive activities during break times.

### **Implementation**

All members of staff will:

- maintain a consistent approach to unacceptable behaviour
- treat all children fairly and equally (this extends our school equal opportunities policy)
- praise positive behaviour through school's reward systems
- teach children to know and understand what is acceptable/unacceptable behaviour in school
- provide mentoring
- promote resilience to help children cope with a difficult situation
- promote and teach e-safety
- take feedback of playtime experiences at registration times.

### **Incidents of bullying may be reported by:**

- a parent / carer of a child who is being bullied
- a child who is being bullied
- other children not directly involved in the bullying
- a member of staff
- another concerned parent

### **Procedures to follow if an incident of suspected bullying is reported**

All claims of bullying are taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

The member of staff should speak to the child / children involved. This may be on an individual or group basis depending on the circumstances. The member of staff involved should try to ascertain the true details by:

- taking the incident seriously
- keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's / children's behaviour
- listening to both / all sides of the reported incident
- reassuring the victim
- making sure that all parties involved understand what behaviour / action is being disapproved of and why
- being seen to treat all parties fairly and with a consistent approach.

All suspected incidents of bullying should be reported to the Headteacher and/or Deputy Headteacher.

### **Staff Training**

Staff training takes place through INSET and staff meetings and staff are kept abreast of current developments. The PSHE coordinator gives guidance on anti-bullying lessons and the school is a member of the PSHE Association. An annual staff questionnaire gauges staff opinion on school policies and their effectiveness. Friendship week focuses on raising awareness and workshops promote strategies for pupils to deal with issues such as 'Five finger points' –

1. Be friendly
2. Talk firmly i.e. 'Stop, I don't like it!'
3. Ignore
4. Walk away
5. Report to an adult

In the event of bullying, a formal log is made using the school system.

### **Friendship Group**

The Headteacher and SENCO facilitate the 'friendship group' approach.

The child may be asked to write down or draw a picture to explain how they feel when they are bullied. This will be shared with a carefully selected group of their peers. The group will include the children who have perpetrated the bullying along with some very good role models. The group will be encouraged by the member of staff to discuss and agree actions/activities which will help to solve the problem and the outcome will be monitored by the member of staff over the following weeks.

This encourages empathy and understanding and allows the children to take responsibility in a safe and secure setting.

It must be remembered that both the bully(ies) and the reporting child(ren) may need help to prevent the action re-occurring. On most occasions this will be from both within the school and home. Where thought useful, counselling may be offered.

Parents will be contacted if the incident cannot be quickly and satisfactorily dealt with and a constructive dialogue will be undertaken.

On rare occasions, outside agencies such as Local Authority personnel, may need to be involved.

### **Recording Procedures**

Where appropriate, records of the friendship group comments will be kept by the Headteacher and reported to the relevant people.

### **The role of the Governing Body**

All incidents of bullying are reported to the governors.

The Governing Body support the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying

to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. They require the Headteacher to keep accurate records of all incidents of bullying and to report to them termly about the effectiveness of the school anti-bullying strategies.

The Governing Body responds within the statutory time to any formal complaint made regarding bullying. In all cases, the Governing body notifies the Headteacher and asks them to conduct an investigation into the case and to report back to a representative of the Governing body.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher reports to the Governing body about the effectiveness of the policy termly.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments.

The Headteacher ensures that staff receive on-going training to be equipped to deal with all incidents of bullying.

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.

The SENCO checks in with children, for whom concerns have been raised regularly, to find out how things are going.

The Headteacher will be informed if a child is involved in bullying other children.

### **The role of the teacher**

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They have behaviour books in class to record all incidents.

If teachers witness an act of bullying, they will do all they can to support all children involved. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the child's parents.

A central 'Cause for Concern' file is kept by the Headteacher. Incidents of bullying that occur in or near the school are logged and investigated.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the SENCO. We then invite the child's parents in to the school to discuss the situation. In extreme cases, for example where the initial discussions have proven ineffective, the Headteacher may contact external agencies for support.

### **The role of 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 their child's class teacher immediately.

Parents support the school in the investigation of bullying and do all they can to aid the school in preventing it.

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

The school produces a Home/School Agreement for parents to sign on admission to the school. School communications keep parents up to date with current developments and external support and advice regarding bullying.

### **Cyber Bullying**

The rapid development of, and widespread access to technology has provided a new medium for virtual bullying, which can occur outside the school.

As a school we take this very seriously and through our Computing and PSHE lessons we educate children on the potential dangers on line and what they can do if they are a victim of bullying on line.

Although Cyber bullying may take place outside of the school, teachers have the power to discipline children for misbehaving outside the school premises 'to such an extent as is reasonable'. We will deal with cyber bullying involving our pupils even if the offences have taken place outside the school grounds.

Teachers also have the power, given by the Education Act 2011, to tackle Cyber bullying by searching for any electronic devices, including mobile phones.

### **Review**

This policy will be reviewed annually in conjunction with the school's Behaviour Policy. Next Review: Spring term 2023.