ANTI-BULLYING POLICY

2020 - 2021

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.
Please refer to the school's Child Protection Policy for more information.

Agreed by Governors: October 2020
Next review: Autumn Term 2021

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Introduction
All schools have a duty of care for pupils and staff alike and, to this end, Rodmarton primary School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We feel that school should provide a safe, caring and happy place for children to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behavior at all times to promote safety, both on the premises and out of school hours.

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make children aware of what action they can take both now and in their adult life, whether victims of bullying, or as bystanders.

Our aims are to:
- produce a safe and secure environment where all can learn without anxiety
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with the school aware of school opposition to bullying
- make clear each person's responsibilities with regard to the school's position towards bullying
- make sure that bullies know how to stop bullying

Roles & responsibilities

The role of governors

The governing body supports the head teacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they 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. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Governing Body will regularly review the behavior Policy which the Headteacher must consider, in determining measures to promote good behavior and discipline.

The Governing Body may also bring to the Headteacher' s attention such further measures as they consider necessary, and offer guidance as they consider appropriate, to promote safeguarding and the welfare of pupils.

The Headteacher has overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

The Governing Body, Headteacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexual issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

The role of the head teacher

It is the responsibility of the head teacher to:

- Implement the school anti-bullying strategy
- Ensure that all staff (both teaching and non-teaching) are aware of the school policy
- know how to deal with incidents of bullying
- report to the governing body about the effectiveness of the anti-bullying policy on request
- ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school
- ensure that all staff understand what procedures to follow when an accusation of bullying arises
- where these initial strategies have proved ineffective, contact external support agencies such as the behaviour support or educational psychology services

The role of the teacher and support staff

Teachers and support staff take all forms of bullying seriously, and intervene to prevent incidents from taking place.

All incidents of bullying that occur and are reported are recorded in the pupil incident book, as are the actions taken.

Teachers, who become aware of any bullying taking place, deal with the issue immediately by:

- talking to the child who has bullied: with explanation of why the actions of the child were wrong
- endeavour to help the child change their behaviour in future
- inform the head teacher and child's parents if the behaviour is repeated

All Staff, share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behavior and implementing the agreed policy and procedures consistently.

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 in order that difficulties in relationships in school can be sorted out in school **rather than parents intervening themselves**
- actions should be agreed at this meeting and parents will be given feedback as to the outcome
- should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

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

Parents and Carers, will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences themselves and other members of the school and the wider community.

Pupils will be expected to take responsibility for their own behavior and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

Definitions of Bullying.
Bullying is offensive, abusive, intimidating, malicious or insulting behaviour. It is an abuse of power, which makes the recipient feel upset, threatened, humiliated, angry or vulnerable. It undermines self-confidence and may cause suffering, distress and a sense of injustice. ***Definition from Gloucestershire Children's Services Guidelines***

Bullying behavior can be defined as an action or number or repeated actions, causing harm to people or relationships. This behavior could be intentional or unintentional and may be on-going. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

Key Characteristics:
- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

Components of Bullying:
1. There is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them
2. There is a harmful outcome; a person or persons are hurt emotionally or physically
3. The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours
4. There is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to their age, physical strength or size

Bullying behavior can be direct or indirect, simple or complex.

Bullying can be physical, emotional, through racist taunting, of a sexual nature, homophobic, verbal name calling or more recently cyber based.

Emotional – excluding, tormenting, humiliating, ridiculing, ignoring

Physical – pushing, kicking, hitting, violence, taking of and damaging belongings

Racist – taunts, graffiti, gestures, physical violence, mocking

Sexual – unwanted physical contact or comments of an unwelcome sexual nature

Verbal - name calling, sarcasm, spreading rumours, and persistent taunting
Homophobic – name calling, making offensive comments

Cyber – harassment, alarm, distress or humiliation that uses internet – related and telephone technology

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

Indirect bullying includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours or insults, often via social network sites or writing offensive graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of day or night.

"Bullying differs from friendship fall-out or other aggressive behavior. If two young people of about the same age and size have the odd fight or quarrel. It is NOT bullying". (Olweus 1989, 1993, 1999)

Where there is bullying;

- There is normally a power imbalance so that the victim does not feel able to defend him/herself
- It is usually persistent but could be an isolated incident
- It might relate to racism, homophobia, sexism or ageism
- It might relate to a disability or a special educational need (SEN). In these example, victims may not be aware of being bullied
- There is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful

Signs:

- Reluctance to attend school
- Unwillingness to travel on the school bus
- Truancy from specific lessons
- Damage to clothing or possessions
- Losing more items than usual
- Unexplained bruises/swellings
- Deterioration of school work
- Being afraid to use the internet
- Becoming jittery about receiving text messages
- Unkempt uniform
- Bullying towards siblings
- Taking money without permission

Symptoms:

- Loss of appetite
- Headaches
- Stomach aches
- Stammering
- Sudden changes in behavior
- Lack of confidence
- Signs of depression
- Nervous/edginess
- Difficulty in concentration
- Lack of motivation to complete work

These are examples but this list is not exhaustive.

Equal Opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that everyone

keeps an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

Strategies for Prevention
Everything possible is done to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. Time will be spent not only with the victim but also considering reasons why a child becomes a bully. There are times when issues relating to bullying are discussed in class.

Circle Time - an opportunity for class discussion on issues relating to bullying and why people bully and are bullied. Children are encouraged to raise general or specific issues where they are worried.

PSHE – discussions about bullying are part of our rolling programme as identified in the schemes of work. Role play gives pupils strategies on how to deal with any incident arising either to themselves or others.

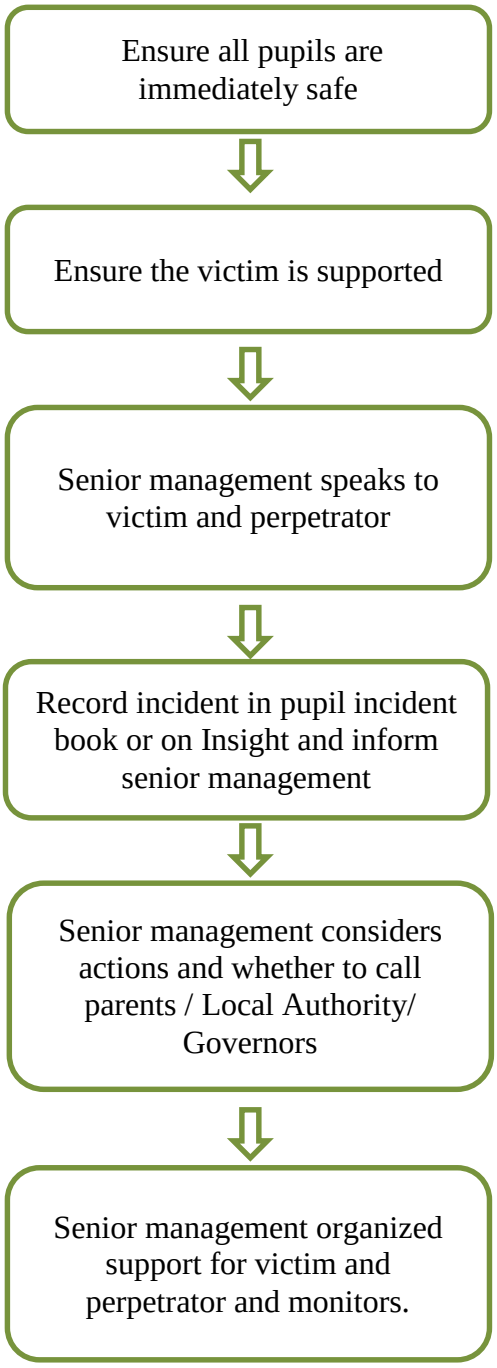
Pupil voice –informal discussion between children and staff; children knowing that they can approach any adult with their concerns; through pupil surveys

Reporting Bullying
All children are encouraged to report all forms of bullying, whether carried out by another child or adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to any member of staff. All staff should first immediately secure the safety of the child before following school procedures.

When a problem occurs outside of school and immediate advice or support is require, Childline, for example, would provide an alternative, particularly if a child did not feel comfortable talking to a family parent or carer. The school would hope that all pupils would feel able to discuss the matter with a member of staff upon their return to school.

All staff who feel that they are being bullied in the workplace can report this via their line manage, the Headteacher, the Chair of the Governing Body or the area Education Officer.

Strategies for preventing bullying:
- Personal, Health and Social Education (PHSE)
- Anti-Bullying week in November
- School Behaviour Policy
- Regular Assemblies
- Class circle time

Recording Bullying and evaluating the policy
When bullying of a child has been reported, statements will be taken form all relevant parties and these will be copied on to the child's personal file within school. All statements will be dealt with on an individual basis and be investigated thoroughly. Outcomes of this will also be kept on all parties personal files.

Bullying Incident Procedure