



*A Co-operative Academy*

## **Rickley Park Primary School Anti-Bullying Policy(October 2015)**

*This policy should be read in conjunction with the Behaviour Policy and Staff Harassment and Bullying Policy. This policy will be adopted after consultation with staff, pupils and parents.*

### **1. Key Values**

We have the same chances. We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We stick together for the good of all.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

### **2. Aims of the policy**

2.1

- To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from emotional, verbal and physical abuse.
- To provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.
- To report and record all instances of bullying.
- To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken.
- To teach pupils to recognise how others feel and treat others how they would like to be treated.

### **3. What Is Bullying?**

3.1 Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

3.2 Bullying can take a number of forms, however the most common types of bullying are:

- Emotional: being unfriendly, excluding, tormenting, ridicule, humiliation
- Verbal: name-calling, sarcasm, spreading rumours, threats, excessive teasing, making rude remarks, making fun of someone
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking, hiding or damaging someone's possessions
- Online/cyber: sending offensive text messages, emails, social media and abusing the victims via their mobile phones

### **3.3 Bullying is not:**

3.3.1 It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done 'several times on purpose' and also falls within the definition above.

3.3.2 Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to

learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

#### **4. Preventative action / Accurate identification**

##### **4.1 By the Staff**

4.1.1 The development of social skills will be directly taught as part of the P.S.H.E. curriculum. This will include work related to bullying and ways to prevent it.

- Encourage co-operative working/play.
- Take an active interest in children's playtimes and watch for signs of distress.
- Promote a shared approach with parents/carers.
- Take bullying seriously and investigate the facts of any incident.
- Support children who are being bullied.
- Encourage children to "tell".
- Use positive peer pressure to encourage good, non-bullying behaviour.

##### **4.2 By the Child**

4.2.1 The development of social skills will be directly taught as part of the P.S.H.E. curriculum. This will include work related to bullying and ways to prevent it. These will include:

- Remember, we are all individuals and different and we should be allowed to be proud of it.
- Be careful about teasing or personal remarks.
- Don't stand by and watch - tell an adult straight away.
- Tell yourself - "I don't deserve to be bullied".
- Try to show that you are not upset.
- Try being assertive - shout "go away" loudly, or walk quickly and confidently away.
- Get your friends to support you positively.
- Show that you and your friends disapprove.
- Talk to an adult.
- Show understanding and support to children who may be bullied.

##### **4.3 Guidance for parents**

4.3.1 The role of parents in supporting the anti-bullying policy is crucial to its success. In addition to occasional reminders in whole school newsletters and the publication of this policy the school supports individual parents on a needs led basis. General advice to parents includes:

- Listen to your child.
- Try not to overreact.
- Show sympathy but try not to dwell on the situation.
- Tell your child that bullying exists and it's not their fault.
- Check all the facts – is it bullying or friendship problems, which may resolve naturally?
- Talk about possible strategies for your child to use
- Encourage your child to tell a teacher.
- If the situation is serious, contact the class teacher yourself.

4.3.2 The support of parents of children who are accused of bullying is equally important. Personalised Support will be offered to these parents on a needs led basis.

#### **5. Procedures for dealing with bullying**

5.1 All staff working at Rickley Park Primary School are expected to follow the following procedure for dealing with reported bullying:

- Allow appropriate "cooling off" time for pupils involved.
- Talk with the 'bully' and the 'bullied' individually in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.
- If appropriate, allow the bully to hear the feelings of the bullied child. Ask bullied/bully what action they deem appropriate and whether it is fair.
- Ensure that all incidents of actual bullying are reported to parents and recorded within the school.
- In certain circumstances, sanctions will then be applied.

- Staff may also need to consider additional measures to 'protect' the children involved (both the bullied and the bully). If staff feel that this may be required, they are expected to speak to a member of the senior leadership team.
- Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in "target setting" in order to promote acceptable behaviour.
- Request guidance from other outside agencies.
- Monitor the situation until the problem is resolved.

## **6. Sanctions available**

6.1 In line with the Rickley Park Primary School Behaviour Policy, the staff have a range of possible sanctions available to them. These include:

- Withdrawal from playtime
- Withdrawal from representing the school.
- Withdrawal from favoured activities.
- Withdrawal of privileges.
- Exclusion from peers.
- Referral to senior staff.
- Exclusion from school.

6.2 It is crucial that the sanction is proportionate to the incident and consistent across the school. Staff are encouraged to discuss sanctions with a senior member of staff.

6.3 Bullying is never acceptable, however staff need to be aware of any specific children with Special Educational or Behaviour Needs who might have specific targets relating to behaviour which could be perceived by others as bullying. Personalised support programmes may be required for individual children.

6.4 Pupils involved in incidents will be informed of sanctions carried out. Staff associated with such pupils will also be informed.

## **7. Monitoring**

7.1 This policy will be monitored on a regular basis by the headteacher, who will in turn report to the Governing Body. The policy should be reviewed by the Governing Body on an annual basis.