

# Ridgeway Primary Academy

## ANTI-BULLYING POLICY

This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 as taught at Ridgeway.

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This policy takes due regard of the following documents:  
Preventing and Tackling Bullying, DfE 2013  
Equality Act 2010

### **INTRODUCTION**

We believe it is important to challenge and remove bullying because such action will:

- ensure the happiness and safety of pupils
- happy and secure children will learn more effectively and will achieve more
- provide a positive model for all members of the school community that such behaviour is unacceptable
- show a school that is effective and caring
- to enable the perpetrator to understand the cause of their actions to help them to develop self-esteem and to avoid future involvement in bullying

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The governors consider that a child should be treated as being bullied simply because she perceives that she is.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear. All members of the school community have a duty to report bullying.

Bullying is unacceptable in this school and will not be tolerated. The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Ridgeway Primary School aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001). We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

### **AIMS OF THE POLICY**

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when feeling vulnerable.

### **OBJECTIVES**

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

### **WHAT IS BULLYING?**

#### **DEFINITION**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The children are encouraged to think of bullying having occurred if something upsetting happens Several Times On Purpose.

## **Incidents of bullying can include:**

- Physical - hitting, jostling, kicking, violence, taking belongings, damaging or stealing personal property, intimidation, extortion, threats
- Verbal – name calling, teasing, intimidation, threats, telling tales with the express purpose of causing trouble
- Psychological (Indirect/ emotional) - being intentionally unfriendly, excluding, tormenting looks, spreading rumours/ malicious gossip
- Cyber – threatening texts or messages via internet, mobile phones, chat rooms, social media

At Ridgeway Academy we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

We understand that bullying can take place between pupils, between pupils and staff, or between staff; of staff by individuals parents or groups. This could be by face-to-face, indirectly or using a range of cyber bullying methods.

We understand that all children have disagreements with each other and friends fall out for a time - this is not usually bullying.

- Specific types of bullying include:
- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation – homophobic, biphobic.
- Bullying related to gender - transphobic
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying) (see Appendix 1)

## **ROLES WITHIN BULLYING**

- Different roles within bullying have been identified:
- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders) and by doing nothing accept the bullying
- Those who try to stop bullying (defenders).

## **SIGNS AND SYMBOLS**

A child may indicate by signs or behaviour that he or she is worried about something and this could include being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;

- starts stammering;
- attempts or threatens self harm;
- cries herself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes her usual routine.
- All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

### **THE ROLE OF GOVERNORS**

A Lead Anti-Bullying Governor will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

### **THE ROLE OF STAFF**

The Headteacher is the lead person with responsibility for anti-bullying.

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils
- report termly to the governing body.
- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- refer and liaise with inter agency working groups if necessary;
- ensure proper record keeping
- ensure adequate supervision of cloakrooms and playgrounds

## **ROLE OF STAFF**

- Promote the caring and nurturing side of children
- Actively promote a caring co-operative ethos
- Actively promote respect and tolerance
- Actively promote the discussion of all behaviours especially bullying through class discussions and educate children to have an awareness of the needs of others
- Ensure that discussion on relationships is a prominent part of children's personal and social development
- During playground duties staff will look out for situations where children seem unhappy. They will then intervene quietly and sensitively.
- Be aware of and tackle any racist or sexist language
- Give support to both victim and bully
- Listen fairly to all accounts of any incident
- Encourage children to respect all points of view
- Report and log all incidents of poor behaviour in the Misdemeanours Book and looking for any patterns of behaviour
- Work with parents where bullying is suspected

## **ROLE OF PARENTS**

- Be aware of the fact that bullying usually takes place over a period of time and is not a 'one off' incident
- Talk to school staff immediately if you think your child is being bullied or is a bully
- Listen to your child and other children
- Watch out for signs of distress in your child
- Keep a written record if the bullying persists e.g. what, when, where?
- Support your child and encourage him/her to tell a trusted adult at school about bullying incidents
- Don't condone bullying by encouraging child to hit back

## **ROLE OF PUPILS**

- Report bullying - Start Telling Other People - bullying must not be ignored
- W.A.I.T. (Walk Away; Ask them to Stop; Ignore or Tell an Adult)
- Use your S.T.A.T.S. (Stay Calm; Try Not To Look Upset; Assert Yourself; Tell Someone; Stay With Friends)
- Play with children who are on their own
- Assemblies will discuss bystander behaviour and how children have the power for good.
- Peer Supporters are trained to look out for children who are unhappy and to tell an adult if they cannot sort out the problem themselves

## **DEALING WITH BULLYING**

All teachers will:

- be responsible for ensuring that the school's positive strategies are put into practice
- know the school's procedure and deal with any incidents that are reported.
- be responsible for liaising with the Headteacher over all incidents involving pupils in their classes;
- be involved in any agreed strategy to achieve a solution; and
- ensure the teaching of the anti-bullying programme in the PSHE and Citizenship lessons.

All staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils; be aware that "low-level" bullying can often be missed yet can have a serious impact on a person over a period of time
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher, a responsible adult or a friend at an appropriate time.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.
- Police could be informed if a criminal offence has been committed

## **PROCEDURES**

All staff should follow these procedures:

- Any complaint by a child that they are being bullied must be taken seriously. The adult should check whether the reported incident(s) is bullying (i.e. Several Times On Purpose).
  - If a one-off incident, follow school behaviour policy. Where appropriate, ensure that adults (e.g. class teacher, lunchtime supervisor) are aware of the child's concerns in case of any further incident and remind them to report any further incidents. Monitor.
  - If yes or unsure  
Form must be completed by the class teacher Where bullying may be happening, discuss in detail with the victim. Identify what is happening, when, where and how. This will require patience and understanding. Clarify whether bullying has taken place.  
If it has, proceed to next point.
  - Discuss with the perpetrator. Ask them to tell the truth about the situation.
  - If they admit incidents, confirm that incidents have been Several Times on Purpose. Explain that these incidents are bullying and that if there is any repetition then their parents will be informed  
Discuss with the perpetrator how they can change their behaviour.
  - If they do not admit to the incidents then further investigation will be required which may involve other children being spoken to or asked to provide written or drawn accounts
  - Once bullying has been confirmed, the "Record of Incident" should be given to the Headteacher. Key adults around the school will be made aware of the situation. Victim will be given support including friends asked to help and named adults who will provide additional support. Parents of victim and perpetrator will be informed.
  - If a criminal offence has been committed then the Head will contact the police.

## **REPORTING AND RECORDING**

- All incidents must be reported and recorded in full and the records kept in the welfare file in the Head teacher's room.
- The incident report forms are kept in the staffroom.
- The Headteacher will report to Governors each term in his termly report
- This record of bullying will enable patterns to be identified

## **HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM**

- Anti-Bullying Education in the Curriculum
- The school will raise the awareness of the anti-social nature of bullying through a PSHE programme, school assemblies, the school council and in the curriculum as

- appropriate.
- The PSHE Co-ordinator is responsible for initiating and developing an anti-bullying programme as part of the PSHE and Citizenship course.
- All teachers are responsible for introducing anti-bullying material in their lessons where appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.
- Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

## **SUPPORTING PUPILS**

### **Victims**

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support. For example:

- they will be reassured that things will improve and that any subsequent incidents will be dealt with severely.
- a named member of staff will be identified who will be readily available to talk to them over the forthcoming weeks.
- regular checks to ensure that the bullying has stopped
- individual strategies as discussed with the child and their parents

### **Bullies**

It is recognised that support must also be given to the perpetrator

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

## **BULLYING OUTSIDE SCHOOL**

The school will support pupils who are victims of bullying outside of the school. Where this is brought to our attention we will follow our anti-bullying procedures to ensure that the victim is fully supported.

## **SANCTIONS**

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent bullying.

Sanctions are determined by the nature of the bullying on a case to case basis.

Sanctions might include:

- Writing a letter of apology



- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- Where a criminal offence has taken place then the police will be contacted
- Fixed term and permanent exclusion from school. An exclusion would only be considered in a case of extreme and continuing bad behaviour, bullying, sexual harassment etc.

### **INVOLVING PARENTS**

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

### **CYBER BULLYING (see also appendix)**

No pupil mobile phones are allowed to be with children during the school day. IF a child needs a mobile phone to contact parents after school then they must leave the phone in the office and collect it when they leave school.

The school recognises that many pupils have mobile phones outside school and to that end:

- ensure that children understand how to use technology safely, as well as the risks and consequences of mobile phone use.
- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- victims should keep emails and text as evidence for tracing and possible police action.
- the school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Ridgeway believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. They use the web in a very different way to many adults.

They upload → we download

They create → we consume

They use converged media → we use separate media

They are truly interactive → we are static

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet.

The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

### **MONITORING THE EFFECTIVENESS OF OUR APPROACH**

The Head and/or the Academy Leadership Team will analyse the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view

to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body in his termly report

### **COMPLAINTS**

If there are any complaints relating to this policy these will be dealt with, in the first instance by the class teacher. If the issues are not resolved parents/carers should inform the Headteacher. The Governing Body may be involved if necessary.

### **REVIEW**

This policy will be reviewed every two years. Staff, parents and pupils will be encouraged to participate in the review of the policy. The policy is next due for review in November 2018. WE will also use the guidance from the Leicestershire Anti-bullying Team to help keep our policy up-to-date.

Last Up-dated: November 2016

Next Review: November 2018

*See also the following policies:*

*Health and Safety*

*Behaviour*

*Safeguarding*

*Equality Policy*

*Acceptable Use Policies*

*SEN*

*Complaints*

*PHSE*

### **APPENDIX**

**CYBER BULLYING** What is it?

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself. Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Useful websites for community use:

[www.childnet.com](http://www.childnet.com)

[www.digizen.org](http://www.digizen.org)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these

Combating cyber bullying

- Protection from Harassment Act '97
- Malicious Communications 1988
- Telecommunications Act 1984