



# IRON ACTON CE VC PRIMARY SCHOOL

## Anti -Bullying POLICY

<b>COMMITTEE</b>	Standards and Achievement
<b>LAST REVIEW DATE</b>	November 2018
<b>NEXT REVIEW DATE</b>	November 2019
<b>REVIEW CYCLE</b>	annually

## Rationale

Bullying is a form of anti-social behaviour that has no place at Iron Acton Primary School. Bullying is potentially a serious problem and is unacceptable by any member of the school community. It can include any sort of physical or mental intimidation of a person by another or a group which causes anxiety or stress to the "victim", or makes another person feel uncomfortable or unhappy. We believe that one of the defining features of bullying is its persistence, that it involves intimidation and unhappiness over a period of time.

## Aims

- To ensure all staff have clear, consistent policies and procedures to be followed regarding bullying.
- To ensure all members of the school community accept responsibility for their own behaviour and understand how their behaviour affects others.
- To create a school ethos where all members of the school community value and respect each other regardless of difference.
- To ensure pupils understand all forms of bullying and are encouraged to discuss incidents (personal or observed) with peers, staff and parents.
- To ensure all members of the school community are treated equally whatever their race, gender, academic ability, faith, sexual orientation, disability or if they are transgender.

## Identifying an incident

Sometimes a child may report that they are being bullied whilst at other times they may not speak out. The school community must therefore be proactive in identifying bullying and it must be aware of the signs of bullying.

There are different kinds of bullying. These include:

- HOMOPHOBIC. Bullying because of sexual orientation. This might include using words such as 'gay' as an insult.
- TRANSPHOBIC. Bullying towards people who are transgender or transsexual.
- RACIST. This involves treating people differently because of their race, the colour of their skin, their beliefs and family origins. This form includes using offensive language that describe races.
- CLASSIST. This involves treating people poorly because they come from a particular social class.
- LOOKIST: People treated differently because of their appearance (e.g. weight, hair colour, glasses etc)
- SEXIST: Something because of gender.
- RELIGIOUS. This might include poking fun of religious beliefs and traditions or treating people without respect because of their faith.
- XENOPHOBIC. When people are treated badly because they are from a different country.
- DISABILIST. Bullying of people who have disability (e.g. offensive language)

Pupils may exhibit uncharacteristic behaviour which may include: -

- being unwilling to go to school/high absenteeism.
- being reluctant to go out at playtime and/or staying unusually close to a member of staff.
- doing poorly in their school work;
- coming home regularly with clothes or books either lost or damaged;
- becoming withdrawn, start stammering;
- becoming distressed, stopping eating;
- crying themselves to sleep;
- refusing to say what's wrong;
- being frightened of walking to or from school;

Each member of staff (teachers, Teaching assistants, SMSAs) has responsibility for dealing with incidents of poor behaviour. However, where this becomes bullying it must be referred to the Headteacher or Assistant Headteacher.

The special needs co-ordinator has a key role in supporting pupils with special educational needs who are involved in bullying incidents. If appropriate, Individual education plans (IEPs) will be devised to show how the academic and social curriculum is being differentiated to meet individual pupil's needs. External agencies such as Behaviour support or Education welfare may be involved.

Bullying can take many forms, e.g. negative verbal comments, physical attacks, social exclusion, intimidation or cyber bullying.

#### Prevention

- i. The school has clear values which lead to an inclusive and tolerant environment where all members of the community are encouraged to embrace and celebrate diversity.
- ii. Learning will take place to ensure children understand and value peer relationships and have the skills needed to resolve conflict appropriately. This will take place through the Jigsaw scheme of work in PSHE.
- iii. An annual anti-bullying week is held to raise the profile of the anti-bullying agenda.
- iv. The school council works with the Headteacher to develop positive behaviour at all times including to avoid any form of bullying.
- v. Staff are provided with CPD where possible to aid in identifying and combating bullying.
- vi. The behaviour policy and child protection policy support the prevention of bullying.

#### Procedure

Despite all prevention measures being in place, sometimes an incident of bullying may still occur. In this case, the following consistent approach is used to investigate allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether

bullying has indeed taken place or whether this is a matter to be dealt with by the Behaviour Policy.

2. Once an incident of bullying has been established, the case will be referred to the Headteacher or Assistant Headteacher who will record a clear account of the incident. This will be logged on SIMS as a behaviour incident.
3. The Headteacher or Assistant Headteacher will use the 'Method of Shared Concern' to attempt a resolution. See appendix 1. Parents will be informed so that they know the matter is being resolved.
4. Should further incidents occur, all children involved will be re-interviewed and the parents of both parties informed. At this point, further sanctions may be put in place in line with the Behaviour Policy and support may be sought from external agencies.
5. Follow up conversations will take place between the Headteacher and those involved, including children and parents. This information will be recorded.

## Appendix 1 - Method of shared concern

### Three phases:

**Phase 1:** individual 'chats' (7 minutes). To reach agreement that the student concerned is having a bad time in school and agree individual action.

**Phase 2:** follow up a week later (3 minutes). Follow up to find out about effectiveness of individual action to celebrate success and, if appropriate, set new targets.

**Phase 3:** half hour group meeting (30 minutes) - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of long term future together.

### Individual Chats:

1. Welcome the student into the room.
2. Establish a non-punitive, relaxed atmosphere
3. Don't speak until you have engaged eye contact
4. Remain neutral and calm
5. Say "I hear you you've been unkind to x. Tell me about it."

Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.

6. Say "So, it sounds like x is having a bad time in school."

As soon as they agree move onto step

7. If they say it's his/her fault, accept their viewpoint but still point out that they are having a bad time.
8. Say "I was wondering what you could do to make things better for x."

Accept suggestions. Don't bargain or question. Don't discuss how.

9. Say "OK, I'll see you next week to find out how you are getting on

Most common suggestions include:

1. I'll stick up for him/her
2. I'll stop bullying him/her
3. I'll be friends with him/her

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals. The art of it is to say as little as possible but listen to the child's responses.

## **Appendix 2**

### **Children's anti-bullying policy**

This policy has been developed by the children at Iron Acton CEVC Primary School. We believe it is important that all children understand what bullying is and how they can deal with it if it does arise. Our aim is for all children to feel safe and happy at this school so that nothing can stop them from learning.

Each year, the children at Iron Acton learn about bullying through anti-bullying week. They also learn about bullying through PSHE lessons.

#### **What is bullying?**

Bullying is when someone is being very unkind to someone else repeatedly (maybe every day).

This might include:

- Teasing and name calling
- Causing an injury, e.g. punching, kicking
- Cyber bullying (on the internet)
- Threatening someone
- Making someone feel worried or anxious

#### **Cyber bullying**

This is when someone bullies someone else online. It might happen because they cannot see the face of the victim so they think it's okay. Cyber bullying must be reported to a trusted person or childline.

#### **What to do if you are being bullied**

- Walk away and don't fight back
- Don't be afraid to tell a teacher or the Headteacher

- Tell a friend
- Tell a parent
- Tell the bully's parent
- Tell them to stop
- Play with someone else

### Who can help if you are being bullied

#### At school:

- Your teacher
- Headteacher
- Parent or carer
- Friends
- Someone you trust

#### At home:

- Parent or carer
- Friends
- A family member, e.g. grandparent
- Someone you trust
- Childline on 0800 1111

### Things to remember

Treat people how you want to be treated.

Make sure you are not being a bully to others.

Ask any witnesses to help you tell someone else.

Bullying doesn't happen all the time and it doesn't happen to everyone.

There is always someone who can help so tell someone if you are being bullied.

Sometimes bullying might happen outside of school.

**STOP stands for Several Times On Purpose**