



Anti-Bullying Policy

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

We recognise that every child is special and unique. Our overall aim is to enable young people to become successful learners, confident individuals and responsible citizens.

AIMS

The aims of this policy are:

- To promote the welfare and emotional well-being of children
- To help pupils become good citizens
- To create an environment where all children feel safe and effective learning can take place
- To work towards eliminating all forms of bullying
- To respond quickly and effectively to any incidences of bullying

DEFINITION: What is Bullying?

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. It is a repeated behaviour, not a one-off occurrence.

Bullying can be

- Silent being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Racial racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing in the issue of sexuality
- Disability-related because of, or focussing on a disability or special need

Bullying may be carried out face-to-face, on-line or through other media.

Occasional conflict between friends is a normal part of social development and is to be expected. Although this can at times be upsetting for children this should not be confused with *bullying*. Children should not be punished in such cases, but supported in learning to compromise and helped to find resolutions. Children should be helped to understand the difference between 'bullying' and 'falling-out'.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. Children need to be made aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

OBJECTIVES

The Objectives of this policy are:

for pupils who experience bullying, that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

for pupils who engage in bullying behaviour, that:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

for the school, that:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

for staff and governors, that:

- we develop whole-school policies which meet the law and school-inspection requirements
- we promote a school climate where bullying and violence are not tolerated and cannot flourish
- we continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary

- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- we continue to address school-site issues and promote safe play areas
- all staff are aware of the importance of modelling positive relationships and are clear about their roles and responsibilities in preventing and responding to bullying
- we work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

for parents, that:

- they are supported in understanding and identifying the differences between bullying and other kinds of peer conflict
- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

HOW WE WILL ACHIEVE OUR AIMS AND OBJECTIVES

We will be proactive in preventing bullying from happening and respond quickly and effectively if it does, through the following measures:

- School *Golden Rules* to be displayed in the hall and classes, and referred to regularly (see Behaviour Policy)
- School Council will raise issue of anti-bullying once per term and will be available at break times as Peer Supporters / *Playground Friends*
- Staff will be vigilant for signs and symptoms
- Our curriculum
- Our response procedures

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school bus or taxi
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay bully)
- has dinner money or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Our Curriculum

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

The curriculum includes all the planned learning activities, explicit and implicit, through which we promote the anti-bullying message. This includes specific curriculum areas such as PSHE, Citizenship and the SEAL programme, as well as taking opportunities presented through assemblies, class time and play-time.

Personal, Social and Health Education (PSHE) provides a clear opportunity to work on bullying. **Social and Emotional Aspects of Learning (SEAL)** materials help us to develop social and emotional skills which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in

the National Healthy Schools Programme. SEAL provides a framework and resources to help us to systematically and progressively develop pupils' social and emotional skills and is organised into seven themes:

- New beginnings.
- Getting on and falling out.
- Going for goals.
- Good to be me.
- Relationships.
- Changes.
- Say no to bullying.

Each theme is relevant to reducing bullying. The topics within the **Citizenship** curriculum are also useful vehicles for teaching about issues related to the anti-bullying work of the school. (See Anti-bullying curriculum Map)

Our Procedures

- Children are encouraged to talk to a member of staff, a parent, or a peer supporter if they are unhappy about anything
- All pupils are instructed to report any incidents of bullying to the playground supervisor or another member of staff
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and where necessary referred to the Headteacher. Brief notes should be taken
- Where necessary the Headteacher will interview all concerned and record the outcome.
- Parents will be informed and may be asked to attend a meeting to discuss the problem.
- The school council may be involved in discussing any bullying issues

Disciplinary Steps

- The bully (bullies) will be made aware of the harm caused by his or her actions and asked to apologise, sometimes in writing. Other consequences may take place e.g. withdrawal of privileges, detention. In serious cases, suspension or even exclusion will be considered (see Behaviour Policy: Disciplinary Sanctions).
- Wherever possible, the pupils will be reconciled
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Pupils who have been bullied will be supported by:

- offering immediate opportunity to discuss the experience
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- participating in the Learning Mentor programme.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- providing further support where necessary.

REPORTING AND RECORDING

Children

We encourage pupils to report bullying in confidence. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this. Pupils should be encouraged to have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse. Pupils should also be made aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction. (See Anti-bullying information sheet for pupils).

Parents

Parents are frequently the ones to report bullying incidents to the school. Staff should be sensitive to the emotional needs of parents making contact incidents of bullying. Parents need to have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child. Staff take actions to agreed timescales and report progress to parents. (See Anti-bullying information sheet for parents).

Staff

Keeping records of bullying incidents enables us to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

Staff should keep brief notes of all incidences of bullying, including the type of bullying, how the incident was dealt with and any recommended follow-up.

Staff should report all incidences to the headteacher, who reports on the number and nature of bullying incidents to the Governing Body each term. The headteacher will also monitor data on any bullying incidents to identify any developing trends in line with our Single Equality Policy.

This policy is linked to our Peer Conflict Resolution Guidelines. Together they form our school's 'Peer Relations Policy'.

Appendices:

Anti-bullying Curriculum Map
Anti-bullying information sheet for pupils.
Anti-bullying information sheet for parents.

Other related Policies:

Behaviour Policy
Guidelines to Support Peer Conflict resolution
Safe use of the Internet Policies.
Playground Rules
PSHE / SEAL Policy

The Curriculum : Anti-Bullying

The PSHE, Citizenship and SEAL Curriculum provides school staff with a clear opportunity to work on bullying. Pupils are taught:

	Foundation Stage	Key Stage 1:	Key Stage 2:	
	Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
SEAL	<ul style="list-style-type: none"> I know I belong in my classroom. I like the ways we are all different and can tell you something special about me. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied. 	<ul style="list-style-type: none"> I can tell you what bullying is. I can tell you some ways in which I am the same and different from my friends. I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know that when you feel sad, it affects the way you behave and how you think. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied. 	<ul style="list-style-type: none"> I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to, and a target of, bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is being bullied feel better. I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure. I can problem-solve a bullying situation with others. 	<ul style="list-style-type: none"> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem-solving when I am part of one.
PSHE		<ul style="list-style-type: none"> that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying. 	<ul style="list-style-type: none"> the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help. 	
Citizenship			Unit 05: Living in a diverse world Unit 06: Developing our school grounds Unit 07: Children's rights — human rights Unit 08: How do rules and laws affect me?	

Trefonen Primary School

Anti-bullying information sheet for pupils:

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

Trefonen Primary School does not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil.

If you have been bullied:

- tell a teacher or another adult in school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

Trefonen Primary School anti-bullying information sheet for parents:

Is it bullying?

It is if individuals or groups are:

- calling your child names
- threatening him/her
- pressuring your child to give someone money or possessions
- hitting your child
- damaging your child's possessions
- spreading rumours about your child or your family
- using text, email or web space to write or say hurtful things about your child (cyber-bullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if your child is being bullied?

Talk to school staff about the bullying. At Trefonen your first contact point to report concerns about is bullying is your child's class teacher.

It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

Be as specific as possible about what your child says has happened, give dates, places and names of other pupils involved.

Ask if there is anything you can do to help your child.

Stay in touch with the school. Let them know if things improve as well as if problems continue.

What will we do?

Trefonen Primary School does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school should make an appointment to discuss the matter with the head teacher. If this does not help, write to the chair of governors explaining your concerns and what you would like to see happening.

If you need further support and information at any stage or the problem remains unresolved, ring the helpline at Parentline Plus **0808 800 2222** or contact other local and national support groups.