



SIMONSIDE PRIMARY SCHOOL ANTI-BULLYING POLICY



Introduction

At Simonside we are committed to providing an enjoyable, caring, safe and supportive environment in which moral values and positive attitudes to learning are central to the ethos of the school. To value all members of the school community, promote equality of opportunity and access to the curriculum for all pupils, developing the skills and attitudes necessary for pupils to take responsibility for their own learning and behaviour.

We aim to provide a foundation for life in the school and the wider community by promoting the spiritual, moral, social and cultural development of the pupils, enabling them to become good citizens.

We have high expectations for our pupils' behaviour and conduct. We teach and promote the following positive moral and social values:

- Taking responsibility for your own behaviour.
- The ability to make choices about our behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.
- Accepting and recognising individual differences.

Bullying of any kind is against all that we teach and this policy sets out guidelines and advice to ensure that the whole school staff, pupils and parents in partnership, take steps to prevent bullying taking place in our school.

Rights Respecting School

Simonside Primary School is currently working towards becoming a Rights Respecting School. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships between teachers and pupils.

Being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. This policy is linked to the following articles of the UNCRC:

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights

issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children.

What Is Bullying?

Bullying is unwanted, aggressive behaviour among that involves a real or perceived power imbalance. **The behaviour is repeated**, or has the potential to be repeated, over time. Children who are bullied and who bully others may have serious, lasting problems.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying via text messages or the internet

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child, bullying may be viewed as child abuse and should be treated as such.

Disabilities

Children and young people with special needs or disabilities are often at a greater risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their

appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences

Any form of **bullying is unacceptable**. Every effort will be made to ensure that incidents of bullying are dealt with consistently and sensitively with all children no matter what their gender, ethnicity or impairment.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

If you are worried that your child might be being bullied you should discuss your concerns with the school.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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 / public bus
- 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 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

Prevention

- Ensure that all pupils, staff and parents understand the school's approach and the part they can play in preventing bullying.
- Create an inclusive and safe environment where pupils can openly discuss bullying. Talk about the differences between people that could motivate bullying.
- Make it easy for pupils to report bullying and cyber-bullying, including things that happen outside school.
- Provide staff training on bullying. Anti-bullying policies are most effective when all staff understand the purpose, the school's legal responsibilities, how to resolve problems and where to seek support.
- Apply disciplinary measures, including sanctions, consistently to pupils who bully so that others see that bullying is unacceptable.
- Consider the motivations behind bullying behaviour, and whether these raise any safeguarding concerns for pupils who bully.
- Ensure parents know what to do if their child is being bullied, and are confident that the school will take complaints seriously and resolve issues in a way that protects the child.
- Carry out anonymised pupil questionnaires on bullying to gather feedback to reflect and act upon.

Strategies and Procedures for dealing with bullying

Any incidents of bullying will be dealt with according to the school's Behaviour Policy.

The following strategies will be used to minimise bullying: -

- Raise awareness through the curriculum to get pupils to talk about bullying in order for them to understand how abhorrent it is. ie. Anti-bullying week, PSHE lessons using SEAL materials.
- Have clear procedures for investigating incidents and make all staff aware of them.
- Give pupils messages about bullying via role-play, assembly stories, poems etc.

- Praise good behaviour in order to give pupils an incentive to play happily with each other.
- Where possible try to encourage pupils to play games with each other giving them a purpose and direction to their play.
- The School Buddies play an important role in breaking down barriers for children reporting instances of bullying, whilst stopping short of peer mentoring.
- The school fosters an ethos of openness and encourages pupils to report their concerns.
- Pupils and parents know that the school, whilst having no legal duty outside of the school precinct, will treat all reported instances of bullying on the journey to and from school with equal seriousness.
- System is in place for notifying staff of vulnerable pupils.
- All staff use our CPOMS system. This record includes information about bullying and is there to build up a picture of soft evidence so that bullying can be identified immediately.
- Formal recording of instances of bullying takes place through the SIMS system and is reported to the Local Authority. Cases of bullying will have been dealt with through the school Behaviour policy system. Parents are notified and involved if their child is recorded.
- Through the school council, approachable staff, communication with parents and carers, nurture club – all pupils have many different ways of informing staff about bullying. All pupils will be taken seriously and all issues however they are raised will be investigated and action taken.
- Pupils may be ‘Close Monitored’ on the yards to prevent incidences of behaviour. This will be organised and monitored by the Key Stage Leader.
- The school seeks the views of all stakeholders to ensure that incidents of bullying are reported promptly and acted on. The school has well established information gathering procedures through whole school pupil questionnaires and parent and carer questionnaires.

Behaviour Meetings with Parents

When a parent/carer reports an incident of poor behaviour or bullying the class teacher must respond as soon as possible. Whether the discussion is via telephone or in person the staff member must:

- Listen to the details given by the parent/carer
- Make an informal written record of what is being reported if appropriate.
- Make a clear written record of the concern. This will include what has been reported, what the staff member will do e.g. investigate the incident, close monitor etc and will give a review date for discussion with the parent/carer. This will be updated on CPOMS. Review and follow up is essential in all dealings with parent issues as parents should be clear about

what has been done, how the school has or is dealing with the issues and the success of the intervention.

- Formal recording of behaviour reports to the class teacher should be shared with the Key Stage Leader and DHT/HT if appropriate.

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