

# Clifton Primary School



## Anti-Bullying Policy

Autumn 2019

# Anti-Bullying Policy

At Clifton Primary School we regard all forms of bullying as totally unacceptable regardless of race, gender, sexual orientation or disability. We define bullying as a series of incidents, physical, verbal or indirect, that is perceived to be bullying by a person or by others.

## Aims

To deal effectively with incidents of bullying in our school community and to put preventative measures into place.

## Objectives

- To raise awareness of bullying as a form of unacceptable behaviour;
- To make all children, parents and staff aware of the anti bullying policy;
- To create a whole school ethos that encourages disclosure of bullying whereby children, parents and staff feel free to report any incident;
- To outline procedures that will be followed when bullying is reported;
- To involve pupils, staff, parents, governors and outside agencies in the development of this policy;
- To deal with allegations of bullying consistently;

# Reporting Bullying

All teaching and non teaching staff, including lunchtime supervisors, are aware of and alert to any signs of bullying in school.

We foster an open approach where both pupils and parents are able to share their concerns about a bullying incident with any member of staff, although a parent's first point of contact will often be the child's class teacher or the Emotional and Well-Being Worker.

## Procedures to follow:

- 1 The person making the report is listened to carefully and any relevant details are noted on the appropriate form.  
Reports of bullying are never ignored. The incident is reported to class teachers or the School Leadership Team, as appropriate. The type of bullying is identified and follow-up actions are recorded.
- 2 A prompt response will be made. The reported incident is investigated by the class teacher or the School Leadership Team. Opportunity is provided for all involved pupils to give their accounts. The Head of

School and Assistant Headteachers will monitor these incidents and discuss findings with staff and parents where appropriate. We value the support of parents and aim to keep them fully informed. All incidents of bullying are kept as part of a central record.

- 3 A monitoring period will follow to ensure that bullying has not resumed. This may be carried out by the class teacher, Assistant Headteachers or Head of School. Pupils involved are made aware that their behaviour will be monitored.
- 4 If the bullying behaviour continues then further action will be considered such as enlisting the advice of outside agencies or the involvement of the Special Needs Co-ordinator and consideration given to setting up an individual education plan (I.E.P.)

### Intervention Techniques to Prevent Bullying

Clifton Primary School has adopted a number of strategies to raise awareness of bullying and to prevent it from taking place.

<ul style="list-style-type: none"> <li>• Staff Training</li> </ul>	<p>Staff have been made aware of the signs and symptoms of bullying and how to recognise bullies and victims. Staff will receive ongoing training in dealing with bullying incidents and preventative measures. The school will use specific organisations or resources for help with particular problems.</p> <p>New staff and students are given a copy of this policy upon induction. As new technologies are introduced in to school, staff are trained in accordance with new legislations and guidance.</p>
<ul style="list-style-type: none"> <li>• Staff Awareness</li> </ul>	<p>Staff are made aware of potentially vulnerable pupils, pupils with SEN or disabilities, both existing and new.</p>
<ul style="list-style-type: none"> <li>• School Curriculum</li> </ul>	<p>Pupils are made aware of the issues surrounding bullying through a variety of means, PSHE lessons and SEAL activities and assemblies, circle time and Restorative Practices procedures all offer opportunities for discussions and the sharing of experiences. As new technologies are introduced in to school, staff are trained in accordance with new legislations and guidance.</p>
<ul style="list-style-type: none"> <li>• Emotional and Well-Being Worker</li> </ul>	<p>The school employs a member of staff who runs ELSA sessions. She runs additional circle times, meets with pupils who struggle to cope with outside play, mentors pupils and runs a daily lunchtime club.</p>
<ul style="list-style-type: none"> <li>• School Council</li> </ul>	<p>Every class has representatives on the School Council. It provides pupils with a forum to share ideas and issues important to them.</p>

<ul style="list-style-type: none"> <li>• Playground Buddies</li> </ul>	Buddies are older children who have been carefully chosen to play with and support children who may find playtimes and lunch times difficult. Buddies interact positively by encouraging play, organising games or simply being there to talk to.
<ul style="list-style-type: none"> <li>• Friendship Groups</li> </ul>	Teaching assistants run friendship groups with identified pupils who struggle to make friends easily.
<ul style="list-style-type: none"> <li>• Lunchtime Behaviour</li> </ul>	Midday Supervisors record all incidents of unacceptable behaviour which is then passed on to the Assistant Headteachers and Phase Leaders. A record of this is kept so that incidents of bullying can be detected and dealt with.
<ul style="list-style-type: none"> <li>• Staff Supervision</li> </ul>	At playtimes staff supervise all areas of the playground and field, when it is in use. Teaching Assistants supervise the cloakrooms, corridors and stairs. Pupils are also well supervised during when using ICT to ensure that cyber bullying can not occur.
<ul style="list-style-type: none"> <li>• Home School Agreement</li> </ul>	The Home School Agreement makes it explicit that children are expected to be a friend to everyone and to observe the school and class rules for good behaviour
<ul style="list-style-type: none"> <li>• School and Class Rules</li> </ul>	These clearly state how pupils are expected to behave and are regularly discussed. Mobile phones are not allowed in school. Phones that are found are confiscated and must be picked up by an adult.

### Bullying outside school

Headteachers have statutory powers to discipline pupils for poor behaviour outside school premises and not under lawful control or charge of a member of school staff. Where bullying is reported to school staff, it should be investigated and acted on – including calling the police if necessary. If misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### Sanctions for bullying

**Sanctions will apply for incidents of bullying when appropriate. These will be in line with the school's Good Behaviour Policy and will involve support from the following:**

Class teacher;  
Phase Leaders  
Assistant Head Teachers  
Head of School  
Executive Headteacher

Special Educational Needs Co-ordinator, if the pupil is identified for a Behavioural I.E.P.

Advice may be sought from external agencies;

Fixed term exclusion for serious or persistent incidents;

In extreme cases, where serious violence is involved or other strategies have not resolved the problem, then permanent exclusion may be considered.

Parents may be involved in the early stages. If the incident is deemed serious then it will proceed quickly up the process with the intermediate stages being missed.

## **Information on the signs and symptoms of bullying**

### **Identifying Victims**

One or more of the behaviours listed below over a period of time may indicate that a child is being bullied.

- Unwilling to come to school – feigning illness like headaches, upset stomachs etc;
- Concentrates less in class, stops producing good quality work;
- Reluctance to go outside at playtime;
- Clings to adults on the playground;
- Isolates themselves on the playground, becoming withdrawn;
- Becoming distressed very easily;
- Has temper tantrums, impulsively hitting out;
- Has unexplained bruises or scratches;
- Possessions keep going missing or are damaged;
- Scared to walk to or from school if unaccompanied by parent;
- Anxious and insecure;
- Refuses to say what is wrong.

Any child may be bullied, and although none of these characteristics can excuse it, certain factors may make incidents of bullying more likely:

- Lacking close friends in school;
- Being shy;
- An over-protective family environment;
- Being from a different racial or ethnic group;
- Being different – eg stammering;
- Having special educational needs or a disability;
- Behaving inappropriately, intruding or being a 'nuisance';
- Possessing expensive items.

### **How can we help**

- The curriculum offers opportunities for issues surrounding bullying to be raised and discussed, eg PSHE, Jigsaw, Circle Time, role play, stories etc;
- Assemblies;

- Being vigilant on the playground and in the corridors and toilets;
- Help pupils clarify ideas and suggest school council as a forum, where appropriate;
- Always listen to complaints about bullying, however trivial, and follow them up;
- Take a calm, unemotional problem solving approach when dealing with incidents of bullying. Often this approach of resolving tensions and conflicts, and identifying a positive way forward is the best. If the response is one of blame and punishment then victims and onlookers may be unwilling to talk about it;
- Have a copy of DfES: Don't Suffer in Silence
- Follow agreed procedures outlined in the Anti-bullying and Good Behaviour Policies.

### **Policy Review**

This policy has been formulated with the school council, Lead Behaviour Professionals, Teachers and Governors.

The school informs the Governing Body and LA of the pattern and frequency of any racial incidents each term.

The school informs the Governing body of the pattern and frequency of any forms of bullying.

The policy will be formally reviewed every year.

It should be read in conjunction with the following policies:

- Gender Equality
- Race Equality
- DDA
- The Way Forward to Good Behaviour Policy
- SEN Policy
- Child Protection Policy
- Use of Internet Policy
- E-Safety Policy

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