Greenlands CP Primary School. Anti-Bullying Policy.

OUR SCHOOL'S VALUES AND BELIEFS

All pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable and will be challenged. Pupils and staff who experience bullying will be supported.
We recognise the effects that bullying can have on pupils' feelings of worth and on their schoolwork, and the school community will actively promote an anti-bullying environment. For staff there is a code of conduct and the staff handbook to guide them in any areas they feel needed.

INTENTIONS

Our intentions in producing this policy are:
• To provide a learning environment free from any threat or fear.
• To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
• To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
• To continually help children, their parents / carers and our staff to increasingly understand what bullying is, and what it is not.
• To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
To educate the children in the benefits of positive relationships in school and the wider community.
• To meet any legal obligations which rest with the school.

OUR DEFINITION OF BULLYING

Bullying involves the dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour.

Bullying is therefore:
• Deliberately hurtful.
• Repeated, often over a period of time.
• Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, or taking another's belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

• Online/Cyber bullying – online name calling and harassment. Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to the protected characteristics (as outlined in the Equality Act 2010):
• Racial harassment and racist bullying (RACE).
• Bullying related to religion and belief (RELIGION AND BELIEF).
• Bullying related to sexual orientation (SEXUAL ORIENTATION AND GENDER REASSIGNMENT).
• The use of homophobic language, and homophobic bullying.
• Bullying of pupils who have special educational needs and / or disabilities (DISABILITY).
• Bullying related to a person's sex or age (AGE AND SEX).
• Bullying related to a child's family make up (MARRIAGE AND CIVIL PARTNERSHIP).

CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

Our school's behaviour policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other. We aim to promote appropriate behaviour through the implementation of the school's behaviour policy, direct teaching (notably through the PSHE curriculum) and by creating an emotionally and socially safe environment where skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum will be used to:
• Raise awareness about bullying and our anti-bullying policy.
• Increase understanding for victims and help build an anti-bullying ethos.
• Teach pupils how to constructively manage their relationships and develop friendships with others.

Bullying will not be tolerated and we make this clear to pupils and parents. Children are made aware how to speak to a trusted adult in school or outside school if they are worried about anything including bullying. We will ask pupils where and when bullying occurs in school and we will supervise, and try to eliminate, any unsafe areas that they report to us.

THE SCHOOL'S STRATEGIES FOR DEALING WITH BULLYING

Pupils who have been bullied, or have seen others being bullied, should report this as soon as possible to any adult who is supervising the activity or speaking to an adult. Pupils are listened to and are assured that it is 'OK to tell' any adult about bullying incidents.

Members of staff who receive reports that a pupil has been bullied should take action as recommended in this policy and should report this to relevant members of staff. Behaviour incidents are logged on our CPOMS system. In the first instance, incidents are dealt with by the person notified, who then liaise with members of the school's leadership team as appropriate to ensure that action is taken and incidents monitored carefully. All reports of bullying are taken seriously and are followed up by an appropriate member of staff.

IN ALL CASES WHERE BULLYING IS REPORTED OR SUSPECTED, WE WILL:

• Monitor changes in behaviour and CPOMS records.

• Provide support to pupils who are feeling bullied.
• Reassure them that they do not deserve to be bullied and it is not their fault.
• Assure them that it was right to report the incident and try to ascertain the extent of the problem.
Engage them in making choices about how the matter may be resolved.
• Try to ensure that they feel safe.
• Ask them to report immediately any further incidents to us.
• Affirm that bullying can be stopped and that our school will persist with intervention until it does.
• Record the incident / the alleged incident on CPOMS.
• Ensure that those involved (victim, perpetrator/s and families) are informed of actions taken.

We will interview the pupil (or pupils) involved in bullying separately and will:
• Listen to their version of events.
• Talk to anyone else who may have witnessed the bullying.
• Reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
• Seek a commitment to this end.
• Affirm that it is right for pupils to let us know when they are being bullied.
• Adopt a joint problem-solving approach where this is appropriate.
• Consider sanctions under our school's behaviour policy.
• Advise the pupils responsible for bullying that we will be checking to ensure that bullying stops.
• Ensure that those involved know that we have done so.
• Involve the school's pastoral team in working alongside victims / perpetrators when relevant.

When bullying occurs, we will endeavour to contact the parents / carers of the pupils involved at an early stage, and will keep them informed of our actions and consequent outcomes.

WHEN TOUGHER MEASURES ARE NEEDED:
If necessary, we will invoke the full range of sanctions that are detailed in the school's behaviour policy.
These include:
• Missing breaks and lunchtimes.
• Involvement of parents / carers.
• In extreme cases, considering fixed term suspension and permanent exclusion from school.

At Greenlands we believe that stopping bullying is everyone's responsibility. Pupils are expected to:
• Report all incidents of bullying.
• Report suspected incidents that victims may be afraid to report.
• Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents / carers can help by:
• Supporting our anti-bullying policy and procedures, particularly in understanding the definitions of bullying.
• Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
• Helping to establish an anti-bullying culture outside of school.

BULLYING OUTSIDE THE SCHOOL PREMISES

The school is not responsible for bullying that occurs off the premises, but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all.
Where a pupil or parent / carer tell us of bullying off the school premises we will:
• Talk to pupils about how to avoid or handle bullying outside school.
• Talk to the headteacher of another school whose pupils are bullying.
If we feel it to be appropriate, inform the police.

CONCERNS, COMPLAINTS … AND COMPLIMENTS

We recognise that there may be times when parents / carers feel that we have not dealt well with an incident of bullying. We would ask that this be brought to the headteacher's notice. If the headteacher cannot resolve these concerns informally, parents / carers can raise their concerns more formally through the school's complaints procedures. We would also be pleased to receive compliments – feedback from parents / carers on the when things have gone well.

MONITORING OUR ANTI-BULLYING PROCEDURES

We will measure the progress of our anti-bullying policy using the following measures:
• The number of incidents / alleged incidents on CPOMS.
• Pupils' perceptions of bullying in school, through pupil surveys, structured discussions in class and circle time.
• Improvement in attendance and / or academic performance of pupils involved in bullying incidents.
• The comments made by parents, visitors and other people connected with the school.

EVALUATION OF THE POLICY

We use data and feedback from pupils, staff, parents and governors to review the policy and procedures. To evaluate the effectiveness of the policy we consider the following questions:
Does the policy give clear messages to all members of the school community about prevention, intervention procedures and practice?
Do procedures and practices work effectively?
Are intervention techniques appropriate and effective?
Are all members of the school community fully aware of the policy?
Are parents' / carers' responses increasingly positive and supportive?
Has the policy prevented and / or reduced bullying behaviour, conflict and aggression?

OWNERSHIP OF THIS POLICY

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll. The Headteacher is responsible for introducing and implementing this policy. However all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

See also: PSHE Curriculum Documents