
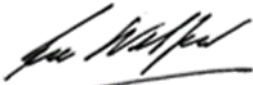




Anti-Bullying Policy

Policy Date:	June 2021	Version: 1.1		
Policy Review Date:	June 2024	Headteacher: Debra Bailey		28/06/2021
Ratified by Governing Body:				
Sue Welford (Chair of Governors)			28/06/2021	

Aims and objectives

“At Rushey Mead Primary we have a shared vision for successful learning that effectively enthuses and engages all of our children. Working together as an effective team we foster a lifelong love of learning and an ambition to succeed.” – From the School Vision Statement

To support this, we create a positive learning environment, where everyone can feel safe and secure. We do not tolerate bullying in any form. To achieve this goal, we support children to:

- Develop courtesy, consideration, respect for and tolerance of all races, religions, cultures and lifestyles.
- Develop self-discipline and to behave as a responsible and thoughtful person.
- Understand the guidelines which ensure their safety (including E-safety and Cyber-bullying) and well-being.
- Understand their rights and responsibilities as members of the school community.

All children are expected to follow the School Promises:

Nursery

I promise to;

- walk safely in school
- be kind
- keep my hands and feet to myself
- work hard

Key Stage 1

I promise to;

- walk safely in school
- be kind and respect other people
- respect other peoples' property
- keep my hands and feet to myself
- challenge myself and work hard

Key Stage 2

I promise to show;

- perseverance and resilience
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respectfulness
- honesty, integrity and dignity
- conscientiousness, curiosity and focus

All children are taught to **THINK** before they speak:

Is it **T**True?

Is it **H**Helpful?

Is it **I**Inspiring?

Is it **N**Necessary?

Is it **K**Kind?

What is bullying?

The Anti-Bullying Alliance defines bullying as...

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”

To make it easier for the children to understand, we simplify the definition of bullying to be inappropriate behaviour which happens ‘**Several Times On Purpose**’ otherwise known as ‘**STOP**’. We will encourage children to report bullying by using the second part of the **STOP** strategy which is ‘**Start Telling Other People**’.

‘Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (Preventing and Tackling Bullying, March 2014, DfE)

Bullying can be:

- **Emotional** - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people’s feelings, being nasty, unfriendly, mean, blackmailing
- **Physical** - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around, taking things, damage to belongings
- **Racist** - e.g. racial taunts, graffiti, gestures, inappropriate comments regarding faith/religion
- **Sexual** - e.g. unwanted physical contact or sexually abusive comments.
- **Homophobic** - e.g. associated with or focused on the issue of sexuality.
- **Verbal** - e.g. name-calling, sarcasm, spreading rumours, teasing, threatening language, shouts of abuse, insults
- **Bullying through a 3rd party** – e.g. sending a friend with a horrible message
- **Cyber** – e.g. sending unwanted and inappropriate texts/emails, social media or instant messaging
- **Special Educational Needs/disability related** – e.g. face to face or through cyber bullying, name calling, harassment, exclusion, manipulation

Other concerns that might not necessarily easily fit into these headings will also be taken seriously e.g. being picked on, taking advantage of another person.

The school is aware that it is a possibility that the alleged bully/perpetrator may be an adult and will follow the local Child Protection procedures where this is the case.

The school has a robust e-safety culture in place called Policy Central. This system is in place to protect against Cyber-bullying on all devices in school.

Signs and Symptoms of Bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Physical symptoms could include headaches, stomach aches, fainting, vomiting or hyperventilation.

When Bullying Becomes an Issue we Apply the Following Principles

- Bullying is the concern of everyone, and all staff will be encouraged to immediately investigate allegations and to be alert to potential incidents.
- Children will be listened to and the nature of their concerns explored and acted upon.
- All incidents are recorded on the school's CPOMS recording system and are dealt with accordingly. This will be reported against the perpetrator as a Bullying incident and not against the victim.
- All incidents of bullying will be reported to the Inclusion manager who will record the incidents and the Anti-Bullying Champion who will monitor the effectiveness of the strategies used to reduce incidents.
- The Anti-Bullying Champion will coordinate, with staff, proactive strategies to reduce opportunities for bullying within our school, i.e. displays, anti-bullying week, curriculum links and whole school policies.
- School Council will be involved in anti-bullying work where appropriate, for example recruiting Student Anti-Bullying Ambassadors.
- Those who display bullying behaviour will be helped to recognise why their actions are deemed unacceptable, to face up to the hurt these actions cause to others, and how they can modify their behaviour to prevent future incidents.
- Each case of bullying will be dealt with fairly with those involved given the opportunity to explain their actions and make amends for them. We recognise that those who engage in bullying may need support as well as facing the consequences of their actions.
- If bullying continues to be an issue for a child, and other strategies are in place, internal exclusion or fixed term exclusion will be considered.
- Incidents of bullying will be monitored and shared with Governors in a brief Head Teacher's report, on a termly basis. Data will be analysed against previous results.

- Information will be gathered to help measure the effectiveness of our policy, i.e. we will consult either verbally or via a questionnaire annually.
- We will inform parents of our policy via the school website and school newsletters. A paper copy of the policy is available on request from the school.

The Role of the Head Teacher

- To implement the school anti-bullying strategy
- Ensure that the Rushey Mead School community is aware of the school policy
- Report to the Governing Body about the effectiveness of the anti-bullying policy
- Meet with the parents of re-offending perpetrators to establish an action plan.

The Role of Governors

- To support the Head-teacher and the staff in the implementation of this policy
- Be fully informed on matters arising from this policy
- Regularly monitor incidents reported and actions taken to ensure the effectiveness of the policy

The Role of Staff in School

- Deal with a bullying incident immediately.
- Staff will be provided with suitable training to ensure that the school continues to provide a positive learning environment where children feel valued and are motivated to learn
- Teachers will make clear to pupils and parents of victims and perpetrators the actions they are taking and why and will support them with strategies to resolve the issue.
- As most bullying in school occurs in the playground, adults in school will be made aware that of the importance of being vigilant and are trained to identify and to respond to incidents of bullying.
- Teachers will talk to the perpetrator. They will explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future.
- To teach the children about E- safety and Cyber-bullying.

The Role of Parents

- Support the school's anti-bullying policy.
- Follow the policy to support concerns should they arise.
- Actively encourage their child to be a positive member of the school.
- Share any relevant information with the school.
- If you feel that an issue of bullying has not been dealt with effectively speak to the class teacher in the first instance, and if still unhappy then the Phase Leader will deal with your concern. If the issue is still

not resolved, then your concern will be referred to the Deputy Head or Head Teacher via the school office.

The Role of Pupils

- Work with the school community to create a positive learning environment which is safe and secure.
- Have an awareness of Bullying and understand what constitutes bullying as well as what doesn't – **STOP** acronym (**S**everal **T**imes **O**n **P**urpose).
- In the event of bullying, use the whole school **STOP** strategy (**S**tart **T**elling **O**ther **P**eople).
- Pupils are expected to inform a trusted adult immediately if they do not wish to become involved themselves