



ANTI-BULLYING POLICY

Learning

- We are committed to providing the best possible education in a stimulating, inclusive, environment; where children are happy, secure and enjoy all aspects of their school experience. Children are encouraged to aim for excellence and are nurtured to achieve their full potential.

Together

- We encourage a feeling of belonging to a school family, within which friendship, kindness, respect for others and exemplary behaviour are the basis on which our children thrive.

For Life

- We enable our children to gain confidence, take initiative, be independent, be responsible and have pride in themselves, their school and their community.

Introduction

Sedgefield Primary School offers a caring, supportive environment where all children are valued. The understanding of the Convention on the Rights of the Child underpins all we do to develop the children's self-esteem, maturity, tolerance of others, caring attitude and the feeling of 'family' and belonging, which we feel are paramount to providing the best learning environment and in preparing our children to be productive and caring future global citizens.

This policy outlines the school's views on bullying in line with the school's Behaviour Policy. Our Behaviour Policy outlines our whole school approach to encourage all children to demonstrate positive behaviour whilst at school and in the wider community.

Positive action is taken to prevent bullying in all we do, but particularly within assemblies, PSHCE lessons, Family Groups and through cross curricular learning opportunities. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We have children who are trained as Buddies and Mini-Buds and who aim to help everyone have happy and problem-free break and

lunchtimes. If bullying does occur, all children should be able to tell someone in school and know that incidents will be dealt with promptly and effectively.

Definition

Sedgefield Primary School has agreed the following definition of Bullying:

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- physical (hitting, kicking, theft)
- emotional (being unfriendly, tormenting, excluding)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or abusive comments)
- Homophobic (because of, or focussing on sexuality)
- Verbal (name calling, sarcasm, spreading rumours)
- Cyber (social media, text messaging, emails or other misuse of technology)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN, disability or ability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Staff remain vigilant about bullying behaviours and approach this in the same way as any other safeguarding matter; that is, they do not wait to be told before they raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff are also aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Signs of Bullying

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Members of staff and Parents/carers should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- is reluctant to make eye contact
- is becoming short tempered
- changes their attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

All school staff are alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Outcomes and Recording Incidents

If a staff member becomes aware of any bullying taking place, they deal with the issue immediately, either themselves or, if it is more appropriate, by informing a senior member of staff.

The staff member spends time talking to the child who was bullied in order to provide reassurance and support to help restore their self-esteem and confidence. They also spend time talking to the child who has bullied. They discuss what has happened and explain why the action of the child was wrong, and they endeavour to help the child change their behaviour in future. The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Wherever possible, the children are reconciled.

If a child is repeatedly involved in bullying other children, or the incident is of a serious nature, the staff member discusses the situation with the Headteacher. They then invite the child's parent/carer into school to discuss what can be done to modify their behaviour. Sanctions are used, as appropriate, in consultation with all parties. In more extreme cases, for example where these initial measures have proven ineffective, the Headteacher may contact external support agencies, or consider fixed term exclusion.

Each incident is recorded on an Anti-Bullying Record Form (Appendix 1) and if it is decided further actions are required, they are outlined in an Anti-Bullying Action Plan (Appendix 2) and monitored to ensure repeated bullying does not take place.

Prevention

At Sedgefield Primary we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, PSHCE, Family Groups, School Council discussions and the school's ethos, as well as special events such as Anti-Bullying Week and having outside agencies in school such as Big Foot Arts and Big Award Training. Children discuss the issue and are given skills to tackle and prevent bullying.

The ethos of Sedgefield Primary means that all staff actively encourage children to care for and have respect for each other. Good and kind/polite behaviour is regularly acknowledged and rewarded (see Behaviour Policy).

Staff regularly discuss bullying; this reminds the children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff are vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them

and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Buddies and Mini-Buds are recruited and trained to support staff at break and lunch times. Buddies and Mini-Buds are 'on duty' on a rota basis. They watch for children who are on their own and try to find them friends to play with. They watch for squabbles and disagreements and try to resolve them. They alert staff to more serious problems and know what to do if another child confides in them. In addition, the School Council monitors the views of all children.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Learning Together for Life Committee of Governors monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors about the effectiveness of school anti-bullying strategies.

The Governing Body expects the Headteacher to ensure that any incidents of bullying have been investigated. Should a parent/carer be unhappy with the outcome of this investigation, the Governing Body will follow the processes set out in the School Complaints Procedure.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the Anti-Bullying Policy and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff member

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They follow the guidance outlined in this policy. Teachers keep records of all incidents that happen in their class and that they are aware of in the school and pass a copy of the Record Form on to the Headteacher.

Staff members attempt to support all children in their care and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents/carers

Parents/carers are expected to encourage their child to behave well; work co-operatively with their child's teacher in assisting his/her learning and in building positive attitudes towards learning and school; instil in their child a respect for others and others' property; and to help develop a positive feeling about themselves.

Parents/carers who are concerned that their child might be being bullied should ***contact their child's class teacher immediately***. Parents/carers are requested not to attempt to sort the problem out themselves by speaking to the child whom they think may be behaving inappropriately towards their child, or by speaking to their parents. They also should not encourage their child to be 'a bully' back. Both of these will only make the problem much harder to solve.

Useful organisations:

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/>

<http://www.standuptobullying.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy (at least yearly). The annual pupil and parents/carers questionnaires are used to provide data to monitor its effectiveness.

Appendices

- Appendix 1: Anti-Bullying Record Form
- Appendix 2: Anti-Bullying Action Plan