

New Oscott Primary School

Anti-bullying Policy

New Oscott is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. Bullying is not to be confused with the minor day to day incidents which happen while children are playing.

Defining Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms:

- Verbal e.g. name-calling, threatening harm, repeated teasing
- Physical e.g. hitting, kicking, scratching, hair pulling
- Ignoring or excluding
- Turning friends against the victim
- Cyber bullying, misusing technology (internet or mobiles) to hurt or humiliate another person.
- Writing offensive notes or graffiti about another child
- Interfering with another pupil's property, by stealing, hiding or damaging it

Bullying will not be tolerated in our school. It is not to be mistaken with the minor day to day incidents which happen while children are playing. Boisterous play is not to be interpreted as bullying.

Dealing with Bullying Behaviour

- All serious incidents are recorded on individual record sheets which are passed to the next class teacher at the end of the year.
- Parents are involved at an early stage. If a parent contacts the school with a concern relating to possible bullying, they should in the first instance speak to the class teacher.
- Pupils are encouraged to report bullying, knowing that it is not 'telling tales' and will be dealt with properly.

- Victims of bullying will be encouraged to talk to a member of staff and supported as required. This may include staff trained in mediation skills and low level counselling.
- It is explained that, for bullying to stop, the bully must be talked to about the effect this action has had.
- A staff member will speak to the bully(ies) and explain the consequences of their behaviour and encourage discussions and resolutions. The bully will be warned that if this does not stop immediately their parents will be called in. Sanctions may be used if felt appropriate. Where referrals to 'Room for Thought' are given, a record is kept in the main folder in the staffroom and a letter sent home to inform parents.
- They must share the responsibility to put things right and this means asking each child how s/he intends to behave in future.
- For the next fortnight, playtime behaviour involving these children will be monitored.
- All staff members have a responsibility to monitor playtime behaviour.
- This shared responsibility works well when children are taught to be responsible for their own behaviour; if children do anything wrong they must accept responsibility to put things right.
- In dealing with bullying behaviour we must focus on solutions rather than looking for reasons; this may be time-consuming but is necessary if behaviour is to change.

Preventative Strategies

The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat other and school staff with respect, and to teach children the importance of understanding and tolerating differences between people. This may be done in discrete PSHE lessons and school assemblies or in class to respond to specific situations.

Other strategies to prevent bullying are:

- The schools' ethos focuses on promoting self-esteem.
- During Anti-Bullying week in November the whole school spends time on considering the current theme. This is delivered through assemblies, displays and classroom based activities using age appropriate activities.
- Assemblies have weekly themes throughout the year, giving opportunities to focus on positive behaviour.

- Friday celebration assembly promotes and celebrates positive behaviours.
- Once a term PSHE lessons plan an activity based around anti bullying.
- Majority of PSHE lessons promote positive relationships, friendships, empathy for others and promote self-esteem.
- We cover cyber-bullying and the dangers during internet safety week with age appropriate activities.
- E-safety issues are embedded in all aspects of the curriculum and other school activities.
- Pupils understand and follow the E-safety and acceptable use policies.
- Our Year 6 peer pals have been trained in mediation skills and playground support.
- School displays support and promote friendship and anti-bullying behaviours.
- We have a programme of PSE based lunchtime support (The Right Room, Drop in and The Rainbow Room). Many sessions have a specific focus on developing positive friendships and raising self-esteem.
- Opportunities for various clubs during lunchtimes run by sports leaders and staff members.
- Opportunities to use playground equipment.
- Lunchtime supervisors trained in playground games.
- Song Leaders during playtimes and lunchtimes.
- Our place mentoring offers support in developing friendships.
- Children are encouraged to discuss feelings and appropriate behaviour.

SEND

Under the Equality Act 2010 all schools have a responsibility to prevent discrimination of disabled pupils or those who have SEN. Although we are recognised for our inclusive ethos, we at New Oscott Primary School are aware that pupils who are disabled or who have SEN may be more at risk of bullying than their peers and that this could affect their emotional well-being.

We promote a wide range of strategies to try to prevent this happening (see above), we build pupils resilience and self - worth and ensure they have a positive identity within our school. We always encourage our vulnerable pupils to talk to us about any incidents in the knowledge that they will be listened to and the incident will be dealt with.

All staff will immediately report to the Designated Safeguarding Lead if they have any concerns of a child/children in their care who are being subjected to any form of extremism or terrorist threat.

May 2016

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