



VANE ROAD PRIMARY SCHOOL

Anti-Bullying Policy

Adopted July 2018
Review July 2019

Signed by Chair of Governors:

Key contact: Miss Rachel Wren



Amendment tracker

Date	Change and comments	Location

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. Therefore, this Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

1. This Policy:

1.1 The School has a zero tolerance approach to bullying.

1.2 The whole school use of the Restorative Approach is central to how the school deals with matters of bullying within the school. This policy is part of the wider school Respectful Relationships Policy bringing together key policies of: Keeping Children Safe in School: Safeguarding and Child Protection; Behaviour and Discipline Policy and E-safety Policy.

2. Aims and Objectives

2.1 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.2 Bullying is wrong and can damage individuals and have a long term negative impact on their lives. We therefore do all we can to prevent it, by developing an ethos in school that bullying is thought of as unacceptable by the whole school community.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur and provide advice and guidance to those involved in bullying incidents.

2.4 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 removing bullying in our school.

Anyone can be a bully or target.

3. Definition:

3.1 *This is taken from the NSPCC:*

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

3.2 It can happen anywhere – at school, at home or online. **It's usually repeated over a long period of time and can hurt a child both physically and emotionally.**

3.3 Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

3.4 Bullying includes:

- 3.4.1 verbal abuse, such as name calling and gossiping;
- 3.4.2 non-verbal abuse, such as hand signs or text messages
- 3.4.3 emotional abuse, such as threatening, intimidating or humiliating someone
- 3.4.4 exclusion, such as ignoring or isolating someone
- 3.4.5 undermining, by constant criticism or spreading rumours
- 3.4.6 controlling or manipulating someone
- 3.4.7 racial, sexual or homophobic bullying
- 3.4.8 physical assaults, such as hitting and pushing
- 3.4.9 making silent, hoax or abusive calls
- 3.4.10 online or cyberbullying.

4. Cyber-bullying

4.1 Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

4.2 Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

4.3 Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape.

4.4 Incidents of cyberbullying are recorded on the e-safety log.

5. Cyberbullying and the Internet

5.1 We follow the DfE guidance on preventing and dealing with cyber bullying. Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyber bullying staff will;

- 5.1.1 Ensure the whole school community understands and talks about cyber bullying;
- 5.1.2 Ensure all policies and practices, including Acceptable Use Policies, are shared with all staff, students and parents/carers;
- 5.1.3 Make reporting cyberbullying easier by providing and publicising different ways of reporting it;
- 5.1.4 Promoting the positive use of technology including e-safety and digital literacy.

5.2 Our school e-safety policy contains detailed information on how we deal with these issues.

6. The role of governors

6.1 The governing body supports the Head Teacher in all attempts to remove bullying from our school. It will support and promote the use of the Restorative Approach when dealing with matters of bullying. The governing body will not accept any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

6.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

7. Complaints

A parent who is not happy with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter, in line with our school's complaints policy. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body tells the Head Teacher, and asks him to conduct an investigation into the case, and to report back to a representative of the governing body.

8. The role of the Head Teacher

8.1 It is the responsibility of the Head Teacher to put in place the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

8.2 The Head teacher is to promote and support the staff to use the Restorative Approach when dealing with bullying matters. The Head Teacher reports to the governing body.

8.3 The Head Teacher ensures that all children are aware that bullying behaviour is unacceptable through:

8.3.1 teaching of emotional wellbeing

8.3.2 whole school assemblies

8.3.3 talks to classes

8.3.4 informal interaction with children at playtimes

8.3.5 participation in the annual National Anti- Bullying week

8.4 The Head Teacher ensures that all staff, including lunchtime staff, receive the Restorative Approach training to be able to identify and deal with all incidents of bullying.

8.5 The Head Teacher sets the school belief of shared 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.

8.6 Peer mediators support more vulnerable children especially at break times, by helping to ensure that some conflicts are resolved quickly and positively.

8.7 The Head teacher, Deputy Head teacher or Assistant Head Teacher record any bullying incident or suspected incident on CPOMs.

9. The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

9.1 Teachers, Teaching Assistants and Higher Level Teaching Assistants

9.1.1 Teachers keep their own records of all incidents that happen in their class, and those that they are aware of in the school in a class incident book. If a teacher, TA or HLTA sees an act of bullying or has an incident reported to them, they will first of all investigate it themselves using the Restorative Approach. All incidents of bullying are reported to the Head teacher or Deputy Head teacher.

9.1.2 When any bullying has taken place between members of a class, the teacher will deal with the issue straight away. Using the Restorative Approach questions:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen now?
6. What do you need to do now?

9.1.3 The member of staff will try to resolve the issue so that the 'victim' feels that the matter has been resolved. This might include an appropriate sanction being given to the 'perpetrator.' In more extreme cases, e.g. where the Restorative Approach has not worked, the Head Teacher may contact outside support agencies, such as the Anti-Bullying Service or the Educational Psychologist Department.

- 9.1.4 All members of staff routinely attend Restorative Approach training, which helps them to deal with bullying issues and to resolve them successfully and meaningfully.
- 9.1.5 Teachers and support staff do all they can to support the child who is being bullied
- 9.1.6 If a child is being bullied over a period of time, then parents are informed and thought will be given to referring a support service.
- 9.1.7 Teachers use a range of methods to help prevent bullying and to create a belief of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the control needed to avoid doing bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, which also helps create a good feeling in school.

9.2 Lunchtime Supervisors

Lunchtime supervisors attend Restorative Approach Training. If they see or if an incident is told to them they will deal with it straight away using the Restorative Approach and tell the class teacher.

9.3 The role of parents/carers

- 9.3.1 Parents/carers have a responsibility to support the school's anti-bullying policy, helping and encouraging their child to be a positive member of the school.
- 9.3.2 Parents/carers who are worried that their child might be being bullied, or who think that their child may be showing bullying behaviour, should contact their child's class teacher in the first instance. If they are not happy with the reply, they should contact the Head Teacher. If they are still not happy, they should follow the school's complaints procedure.

9.4 The role of children

- 9.4.1 It is really important that children tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 9.4.2 Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 9.4.3 It is crucial that children tell adults in school either directly or indirectly about things that concern them in school.

10. Monitoring and review

- 10.1 This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about how the policy is working.
- 10.2 The anti-bullying policy is the governors' responsibility, and they review how it is working every year. The head teacher reports on the number of incidents of bullying at each Governors meeting.