



Anti-Bullying Policy

Committee with oversight for this policy – Behaviour & Safety	
Policy to be approved by the Headteacher	
Policy last reviewed by the Behaviour & Safety Committee	-
Policy last ratified by the Headteacher	27/11/2018
Policy / Document due for review	November 2021

Ravenor Primary School
ANTI- BULLYING POLICY

BACKGROUND INFORMATION

Ravenor Primary School is in Greenford. There are currently 625 pupils on roll including 44 in nursery. Ages range from 3 years (in FS1) to 11 years (year 6). Pupils come from a range of religious and cultural backgrounds, with half of pupils with EAL and almost three quarters of pupils are of minority ethnic heritage. The number of pupils who are eligible for free school meals is higher than the national average.

POLICY CONSULTATION PROCESS

This policy was reviewed and adapted in response to curricular changes which were informed by the school's data and a more relevant scheme of work.

Staff were consulted during INSET.

Pupils were consulted through Ravenor School Council.

The policy was then reviewed and adapted in response to these inputs.

AIMS

Ravenor Primary School has a zero-tolerance attitude to bullying. The aim of this policy is to outline how we teach our pupils about bullying and procedures for staff if a child is being bullied.

Roles and Responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Anti –bullying Coordinator in our school is: Ms. McGrath. The anti-bullying coordinator will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

EQUAL OPPORTUNITIES

Ravenor Primary school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of race, gender, ability or ethnicity.

Definition of Bullying

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

Bullying can take many forms, but three main types are:

physical - hitting, kicking, taking 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, sending malicious e mails or text messages on mobile phones

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults 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)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The systems of reporting:

- Children and young people in school- tell an adult in school, tell a parent or carer who can then inform an adult in school.
- Parents/carers- can report any worries to their child's class teacher, head teacher or any adult in school who works with their child.
- All staff and visitors- can report concerns to the head teacher or another member of staff.
- Bystanders- can report to an adult in school.
- Children to talk to trained Year 5 and 6 Cyber Mentors.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

These procedures will be followed:

- Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored in the pupil's personal records. The information stored will be used to ensure individuals incidents are followed up.
- Notes recorded will be used to inform Phase leader/ Assistant Heads and the Headteacher
- Notes to go in the personal files of all pupils involved
- Parents will be informed
- An appropriate response to the situation will happen, such as: solution focused, restorative approach, circle of friends, individual work with victim and/or perpetrator, referral to outside agencies if appropriate (agreed by phase leader/Assistant Heads/Headteacher)
- If the bullying persists, the Assistant Headteachers or Headteacher will meet with the parents of both parties and decide on appropriate action.

Support

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- SEAL is implemented across the school to promote our pupil's social and emotional wellbeing and raise self esteem
- Involvement and achievement of Healthy Schools Status
- Annual involvement in Anti-Bullying Week
- Parents views towards bullying invited through parental questionnaires and information
- During regular PSHE and Citizenship pupil's learn about their own and other's feelings and emotions
- Years one to six learn about internet safety (CEOP)
- The School Council are involved in planning Anti Bullying Week
- Staff training and development for all staff
- Place to Be
- Multi agency work (Localities work)
- Inter faith visits
- Themed curriculum events

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Pupil's SMSC development will be developed when learning about bullying by ensuring pupils:

Respect each other including people from different religious, ethnic and socio-economic backgrounds

Recognise the difference between right and wrong

Understand the consequences of their actions

Understand the effects of their behaviour on others

MONITORING & EVALUATION

Data will be collected (Health Related Behaviour Survey, Pastoral Survey, Pupil's Learning Questionnaire, Anti-Bullying Questionnaires by pupils and parents, number of lunchtime incidents) and analysed to identify achievements, areas for development and school needs. This will inform planning and staff are regularly updated through INSETs and staff meetings.

Work samples (photos, lesson evaluations, pupil's self assessments, photos of displays, pupil's work) will be collected during Anti-Bullying Week by the PSHE Coordinator.

End of Key Stage statements for each class will be collected at the end of each academic year by the PSHE Coordinator to ensure consistency between classes and to identify any areas that may need to be addressed as a school regarding bullying.

HEALTHY & SAFETY & SAFEGUARDING

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

See Ravenor Child Protection policy for the procedures for dealing with child sexual abuse based on the LEA guidelines and recommendations. This policy is available on request.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Copies are available from the office on request.

AWARENESS CREATION

In addition to promoting anti – bullying policies during anti – bullying week it is important to find as many other outlets as possible for promoting anti – bullying policies.

Links with other policies

- Behaviour Policy
 - Safeguarding Policy
 - Equalities Policy - Race, Homophobia, SEN and Disability
 - PSHE and Citizenship Policy
 - Confidentiality Policy
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- Bullying: Don't Suffer in Silence (Guidance)
 - Safe to Learn- DCSF Guidelines
 - Embedding anti-bullying work in schools – DCSF-00656-2007
 - Homophobic bullying – DCSF – 00668-2007
 - Cyberbullying – DCSF – 00658-2007
 - Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
 - Keeping Children Safe in Education September 2018

Appendix A

Anti-bullying information provided to young people.

If you are being bullied the following responses should help.

- 1. Try not to show you are upset**
- 2. Try to ignore the bully**
- 3. Walk away quickly and confidently even if you don't feel that way inside**
- 4. Try to be assertive – look and sound confident. Be firm, but do not be aggressive.**
- 5. If a group of pupils is picking on you, look one of them in the eye and say "This isn't funny" and then quickly walk away.**
- 6. If you are in danger, get away.**
- 7. The bullies will not stop if they think they can get away with their behaviour, so report the incident to a teacher or your parents straight away.**

Appendix B

Anti-bullying information for parents

- 1. Parents are encouraged to work in partnership with the school to achieve good relationships between pupils**
- 2. Parents should contact the class teacher or senior member of staff if they are concerned about their child being unsettled at school or if they suspect that they may be involved in bullying. Try not to keep bullying a secret**
- 3. For all serious cases of bullying, parents will be asked to take part in discussions about what strategies should be used, and to support the action being taken by the school**
- 4. Parents should deal with the issue via the school and not by making direct contact with other parents/carers (or children)**

Appendix C

1. What different sorts of bullying are there?
 - **Making fun of someone**
 - **Hurting with hands or feet**
 - **Name calling**
 - **Taking things away from someone**
 - **Threatening**
 - **Teasing**
 - **Negative body language**
 - **Unkind facial expressions**
 - **Ignoring people**
 - **Leaving people out**
2. Who decides how serious bullying is?
 - **The person who is being bullied!**
3. Why do children who watch bullying often not do anything about it?
 - **They may be frightened that if they say something they will be hurt too**
 - **They don't care about the other person**
 - **They don't like the other person**
4. What can we do about bullying?
 - **Tell – who can we tell?**
 - **Teachers**
 - **Parents**
 - **Anyone in our family**
 - **Lunchtime supervisors**
 - **Friends**
 - **Red Caps**
 - **School Council representative**
 - **The person who is hurting us**
 - **Other people in the playground**
 - **NSPCC**
 - **Childline**
 - **Kidscape**
 - **Police**