

# **Anti-Bullying Policy**

## **September 2020**

<b>Formally adopted by the Governing Board:</b>	<b>Buxton Primary School</b>
<b>On:-</b>	<b>September 2020</b>
<b>Chair of Governors:</b>	<b>Kathryn Curtis</b>
<b>Last updated:</b>	<b>September 2020</b>
<b>Review Date:</b>	<b>September 2021</b>

## **1 Introduction**

- 1.1** Bullying is action taken by one or more persons with the deliberate intention of hurting another person, either physically or emotionally and where the relationship involves an imbalance of power. Bullying is not an isolated incident but continual or repetitive.
- 1.2** Bullying can be done face-to-face, through third parties, or through sending messages or images by email, text, or over the internet.
- 1.3** It can include: name-calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, spreading rumours.
- 1.4** Children can be both bully and bullied at the same time.
- 1.5** Children are vulnerable to bullying because bullies can pick on anything and anyone can be bullied for any reason or difference.

## **2 Aims and objectives**

- 2.1** 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.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 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 the eradication of bullying in our school. This is emphasised in our home-school agreement.
- 2.5** We aim for children to have a voice in their school, to feel secure enough to discuss their worries or concerns. Through the Curriculum we aim to develop understanding and respect within all children for all persons, including LGBT relationships.

## **3 The role of Governors**

- 3.1** The Governing Board supports the SLT in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Board does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2** The Governing Board 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 on request about the effectiveness of school anti-bullying strategies.
- 3.3** The Governing Board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Board notifies the

Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Board.

#### **4 The role of the Headteacher**

- 4.1** It is the responsibility of the Headteacher to implement 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 deal with incidents of bullying. The Headteacher reports to the Governing Board about the effectiveness of the anti-bullying policy on request.
- 4.2** The Headteacher, SLT and teachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher, SLT and teachers draw the attention of children to this fact at suitable moments, through assembly, Votes for Schools and the PSHE curriculum and when setting class rules. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. Children also discuss bullying at School Council meetings, Votes for Schools sessions and in class Circle Time.
- 4.3** The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying (Safeguarding level A).
- 4.4** The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. This positive climate is reinforced through the school's Statement of Aims. 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.
- 4.5** The school has appointed a Pastoral Teaching Assistant who is available every morning and during and immediately after all break times. The Pastoral TA is always on hand to support the schools anti-bullying policy. Any 'friendship' issues/disputes or reports of bullying can be immediately dealt with by this TA. This ensures all facts are gathered as quickly as possible, so ensuring accuracy, and enables any acts of bullying to be dealt with immediately.
- 4.6** The Pastoral TA leads and supports older pupils with raising awareness of bullying and dealing with any issues that may arise. The group she leads are trained under the Diana, Princess of Wales, training initiative annually at AHS. Our group are called the 'Buxton Buddies'. They support pupils with playground issues, and recognise when an issue needs adult intervention and support.

#### **5 The role of the Teacher**

- 5.1** Teachers will deal with bullying immediately and they will do all they can to support the child who is being bullied and the child who is bullying. The Pastoral TA will become involved at the earliest opportunity.
- 5.2** The incident is recorded in the class incident book and then reported to SLT.
- 5.4** The SLT will then investigate the incident and will involve the parents of both children as appropriate. SLT will agree with the parent about what to do and will keep the parents fully informed.
- 5.5** We keep records in the Headteacher's office where all incidents of bullying that occur both within school time and those reported before and after school, are recorded. When a record of bullying is made in the class book, it will be seen by SLT in their weekly monitoring of class books and appropriate action taken.

- 5.6** Teachers keep their own records of all incidents that involve their class and that they are aware of in the school.
- 5.7** Teachers, Pastoral TA, the SLT and the Headteacher will counsel and support both parties and sanction consequences to the child who has carried out the bullying. We spend time talking with the children involved: we explain why the action of the bully was wrong, and we endeavour to help the child change their behaviour in future.
- 5.8** We make use of a hierarchy of consequences: (following the behaviour policy)
- \* Change of seating position within the classroom
  - \* Support in a different class environment
  - \* Loss of morning playtime
  - \* Loss of some lunchtime playtime
  - \* Loss of all lunchtime playtime
  - \* Individually supervised worktime whilst isolated from the class (dependent upon availability of staff)
- If a child is involved in repeated bullying, further steps will be taken and parents will again be involved:
- \* The Headteacher may contact external support agencies (SEN support Teacher or children's services etc.)
  - \* The Headteacher may temporarily exclude a child for a fixed term and governors are informed.
  - \* This may be repeated.
  - \* The Headteacher may permanently exclude a child.
- 5.9** Teachers/and all TA's attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. (Norfolk STEPS reviewed Sept 2018)

## **6 The role of all staff**

- 6.1** All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. We attempt to support all children in the school and through our actions, 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.
- 6.2** We recognise that the behaviour of all staff in the school will be seen by children as model behaviour.
- 6.3** Therefore staff behaviour demonstrates tolerance, understanding and care towards all children and high quality professional relationships with all adults.
- 6.4** We show equal regard for all and our interactions are free from intimidation.

## **7 The role of Midday Supervisory Assistants (MSAs)**

- 7.1** The MSA has a special responsibility to be alert to signs of bullying during the longer lunchtime playtime. We allocate adults to aid communication around pupils' behaviour or vulnerabilities. There are a number of adults available during a lunchtime - to provide adequate cover at a time that can be a highly vulnerable time for some pupils. Most of our MSA's are also Class TA's – this provides consistency and ensures staff know children well, and the sort of day they may be having.

- 7.2** All incidents involving intimidation, violence and social exclusion that are reported by a child to an MSA must be investigated by the MSA, and/or referred on to the Pastoral TA. If further support is needed, Class Teacher and then SLT will be involved.
- 7.3** The MSA should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing. The lunch time rota is reviewed very regularly.
- 7.4** If the MSA has evidence that bullying is going on, then the Pastoral TA, Teacher and SLT must be informed and he/she must complete a record in the Office record Book.
- 7.5** At this point the child should be excluded from the playground and taken to the SLT or Headteacher.

## **8 The role of Parents**

- 8.1** If a parent is concerned that their child is being bullied, then they should talk to their child, listen, reassure, stay calm and agree on what to do. They should keep a record and boost the child's confidence. The parent should talk to the child's Teacher (first) and/or the Pastoral TA, then a member of SLT.
- 8.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. This requirement forms part of the home school agreement.

## **9 Strategies Employed to Raise awareness and so reduce risk of Bullying.**

- 9.1**
- \* Promotion of the School values and aims
  - \* Participation in Anti-bullying week
  - \* Weekly use of Votes for Schools and Circle G
  - \* School safety week in September; includes reference to bullying. Raises pupils' awareness.
  - \* Appointment of Pastoral Teaching Assistant to support vulnerable children, and to Intervene if acts of bullying are reported/witnessed.
  - \* Posters around school for Childline, 'what to do if . . . . '
  - \* Implementation of Forest Schools – promotes relationships
  - \* Staff vigilance and training
  - \* Use of SEAL resources; PSHE curriculum
  - \* Focus for Assemblies – raise awareness through story.
  - \* Year 6 Advocates
  - \* Year 6 Peer Mentors
  - \* Buxton Buddies Scheme – children supporting children (Diana Award Scheme)

## **10 Monitoring and review**

- 10.1** This policy is monitored annually by the SLT, who report to the Headteacher and Governors about the effectiveness of the policy on request.
- 10.2** Any serious cases of bullying are immediately reported, by the Headteacher, to the Chair of Governors.
- 10.3** This anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by regular discussion with the Headteacher at the Pupils and Curriculum

Committee. The SLT will analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents, and report to the Governing Board. This responsibility is fulfilled through the HT Report to Governors.