



Anti- Bullying Policy

River Bank Primary School

2020

Introduction

In Keeping Children Safe in Education 2020, there is an increased emphasis about child on child abuse and that staff need to recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.

This policy should be read in conjunction with and with reference to:

Behaviour Management Policy, Equal Opportunities Policy and Attendance and Punctuality Policy.

Rationale

At River Bank Primary School we are opposed to bullying of any kind (towards children, staff and the wider community) and will take all necessary action to eradicate it from our school. We aim to create an ethos where children work without fear, achieve through enjoyment, lack mental and physical stress, and feel part of the school and local community. Our policy aims to be preventative and pro-active to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture. AT River Bank; we believe ‘Kindness is King’.

The Nature of Bullying

Bullying behaviour can take many forms and as a result it can be very difficult to identify. The Anti-Bullying Alliance defines it as being:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

The main types of bullying are:

- **physical:** pushing, hitting, kicking, pinching, threats, stealing
- **verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- **emotional:** tormenting, ridicule, humiliation, exclusion from social groups
- **racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- **sexual:** inappropriate and uninvited touching, abusive comments, innuendoes, reference to sexuality e.g. homophobic comments
- **gender:** inappropriate, inferior comments and attitudes directed towards the opposite sex
- **cyber:** using computers or mobile phones to intimidate or humiliate someone; including the use of social media.

Bullying is more likely to occur in schools where adult supervision is intermittent.

Signs and Symptoms of Bullying

As many victims of bullying are reluctant to speak to an adult about their situation, it is important that teachers watch for signs which may indicate that problems exist.

Teachers play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:

- be reluctant to attend school and are often absent.
- be more anxious and insecure than others, become withdrawn and lack confidence.
- have fewer friends or withdraw from friendships and often feel unhappy and lonely.
- suffer a drop in standards of school work/not working to potential.
- suffer from low self-esteem and negative self-image, looking upon themselves as failures
 - feeling stupid, ashamed and unattractive.
- stop eating, have nightmares.
- have unexplained bruises, scratches, cuts/physical injuries.
- start stealing or "losing" money and possessions.
- show reluctance to go out at playtimes, asking for jobs or feigning illness.
- ask to be sent home early or hang around school in order to leave late.
- be easily upset.
- display behavioural difficulties e.g. aggression.

Dealing with a Bullying Incident

In dealing with a bullying incident we are aiming to help both the victim and bully fully understand the situation which has developed. We strive to help them both consider ways of avoiding or resolving the difficulties they are experiencing or are responsible for. Staff dealing with incidents will have to make a judgement about whether they are dealing with a bullying incident or a fall out or dispute between pupils.

If an allegation of bullying is made to a member of staff, they are required to take immediate action and follow up with advice from the year lead or a member of senior staff.

The Headteacher must be informed of all reported bullying incidents and how they are to be dealt with and recorded on CPOMS.

Procedures for dealing with a Bullying Incident.

1. A clear account of the incident will be recorded by the class teacher/member of staff to whom the allegation has been made and recorded on CPOMS.
2. The teacher / year lead will then interview all parties and carefully record, on CPOMS, the outcomes.
3. Preventative and restorative measures will be used as appropriate and in consultation with all parties.
4. Relevant colleagues will be kept clearly informed.
5. Parents of both the victim and the bully will be informed.
6. A review meeting will be held two weeks later.
7. The success of any strategies used will be evaluated.

Dealing with the victim of bullying

Our primary concern is to protect the victim. It is vital that we support the victim by:

- offering an immediate opportunity to discuss the experience with an adult of the victim's choice.
- reassuring the pupil that something can and will be done to stop the bullying.
- explaining how the incident will be dealt with.
- offering continuous support over a period of time as appropriate.
- restoring confidence and self-esteem.
- exploring the causes and effects of the incident.

It is critical that once a victim has spoken out they have immediate access to a named member of staff to discuss any future incidents or concerns.

Dealing with the bully

We will:

- ensure that the bully is dealt with fairly.
- describe the reasons for the meeting.
- remain calm and non-judgemental.
- ensure that the pupil has a chance to explain their view of the incident.
- assure the pupil that all incidents of bullying are taken seriously.
- explain that, regardless of reasons, the school disapproves of all acts of bullying.
- explain how the incident will be dealt with.
- explore the causes and effects of the incident.
- explore how the incident could have been avoided.

Investigating incidents of bullying is time consuming and must be carried out in private. Poor management of incidents is likely to lead to an even greater reluctance of victims to speak out.

The Headteacher must be made aware of all bullying incidents. A chronology of all incidents is kept electronically on CPOMS.

Preventative Responses to Bullying

At River Bank Primary we use a range of strategies to prevent bullying. These include:

Mediation: This involves collaborative problem solving by the bullied and the bully in the presence of a teacher. It concentrates on the future rather than dwelling on the past and apportioning blame. It acknowledges feelings as well as facts. Bullies often take out their negative feelings on others which may be exacerbated by the reaction of others. Mediation can enable all parties to move on in a positive supportive way.

Restorative Justice: Restorative justice brings victims and bullies together to decide on a resolution to a particular incident. It is about putting victims' needs at the centre of the school's

actions and finding positive solutions to bullying by encouraging bullies to face up to their actions. A Senior Teacher will be present during this consultation.

Anti-Bullying Community: Research has shown that victims are much more likely to report incidents of bullying to their peers rather than an adult. It is, therefore, sensible to involve children and young people in the handling of bullying. Prefects from each year six class are appointed to offer peer support.

Circle of Friends: The class meets with the class teacher who explains that it is unusual to talk about a pupil who is not present but that the pupil and their parents are supporting this. Following ground rules the class presents ways that they might help the pupil and a 'circle of friends' is set up to give support, working with the class teacher.

Befriending, or the buddy system: This is when a volunteer is selected to befriend a pupil who is having difficulties.

Involving parents

Parental support is often a key to success or failure in anti-bullying initiatives. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable. Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance.

Strategies for Reducing Playground Bullying

The school's playground environment is carefully organised, to offer space for educational, social, physical and creative activities, reducing boredom and therefore bullying.

This is achieved by providing:

- a stimulating range of playground equipment and the use of prefects to organise activity games and activities painted on to the playgrounds.
- zoning areas for different activities.
- the buddy bench.

Monitoring and Review

This policy will be annually reviewed by the Full Governing Body.

Signed:



Adopted:

November 2020

Review Date:

November 2021