




ANTI-BULLYING POLICY

**RAWMARSH SANDHILL
PRIMARY SCHOOL**

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 rawmarshsandhill.org **HEADTEACHER:** Mr M Roddison





ANTI-BULLYING POLICY

Updated Sept 2021

“Everyone in our school has a right to learn and teach in safety and for that right to be respected at all times by others around them.”



Introduction

The Local Authority model policy has been adapted by Rawmarsh Sandhill Primary School for the requirements of all children, as the school recognises there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony.

Rawmarsh Sandhill Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Rawmarsh Sandhill Primary School. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. School expects that, if bullying is happening, those involved and anyone else who is a witness or bystander should be able to inform a member of staff in safety.

Definition

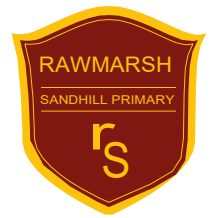
Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms. Research confirms the destructive effects of bullying on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault.

Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to inspire a reaction that escalates the situation

Focus of Bullying

The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from a presumed norm, e.g. body shape, hair colour. It can focus on personal backgrounds, including parents' jobs, houses and lifestyles and can sometimes derive from deep seated local feuding with disagreements between adults passed to children who then act them out in school.

Bullying can focus on sexual attractiveness or the perceived lack of it and sexuality based on homophobia, misogyny (hatred of women) or both. Bullying can also focus on race, nationality, culture, religion or a mixture of these. School strives to celebrate diversity and difference and we welcome pupils and families from ethnic minority backgrounds.



How Bullying is Conducted

There are differences in how bullying is conducted. It can be painfully obvious, but it can also be surreptitious and subtle. It can also be one student against another or involve several students. Direct physical bullying and threats of bullying are usually more evident than verbal intimidation and manipulation.

The Effects of Bullying

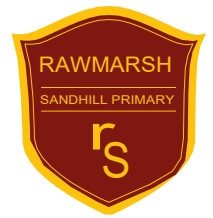
The most common effects of bullying are:

- Anxiety and depression, which can lead to intermittent and long-term absence from School, resulting in under-achievement
- Poor self-esteem which prevents pupils from forming positive relationships and can lead to feelings of worthlessness and betrayal
- Withdrawal which may lead to reduced participation in school and other activities, isolation or self-harm
- Loss of identity
- Guilt that the victim 'allowed' it to happen
- Mental health difficulties

Signs and Symptoms of Bullying

The pupil may:

- Be frightened of walking to or from School
- Be unwilling to go to School
- Begin to perform poorly in School
- Become withdrawn
- Have books, clothing or possessions that are damaged
- Become distressed/stop eating
- Cry easily/have nightmares
- Become disruptive/aggressive
- Have possessions which go missing
- Begin stealing (to pay the bully)



Aims of our Anti-Bullying Work

At Rawmarsh Sandhill Primary School we endeavour:

- To ensure all staff, pupils and parents have an understanding of bullying and its consequences
- To emphasise through all aspects of our curriculum that bullying will not be tolerated
- To ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed by all staff
- To ensure pupils and staff learn to keep themselves and others safe
- To ensure that students learn to recognise and respect the differences between groups of people within the school community
- To help students develop self-confidence, self-esteem and to fulfil their potential within school
- To support and re-educate those pupils who are both the victims and perpetrators of bullying, providing them with a range of strategies they can use if they are at risk of bullying others or are being bullied themselves
- To create a school where all members of the community can come without fear of violence, aggression or intimidation of any kind

Pupils are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously

All staff are vigilant both in school and within the grounds to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

Combating Bullying

The school is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. The school is working hard to improve behaviour and encourage children and young people to positively manage their own behaviour. We teach our students that as well as having rights, the choices they make also bring responsibilities and accountability.

The school will be using the following strategies to ensure that we have a clear, consistent and effective approach to bullying:

- An agreed definition of bullying with a base line measurement, as the beginning of an awareness raising campaign
- A strong ethos within school is the promotion of tolerance and respect for difference and diversity
- Positive leadership from senior staff and Governors on tackling bullying
- A designated member of staff, the Inclusion Manager, who will be responsible for co-ordinating anti-bullying issues.
- A clear anti-bullying policy. The policy will be reviewed regularly by staff, Governors, parents and pupils



- A planned approach in PSHE Curriculum to the issue of bullying in a context which promotes self-esteem and confidence in relationships
- Planning, promoting teaching routines which encourage learning and positive behaviour
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it
- Periodic consultation with pupils to inform the school's awareness of bullying
- Confidential and varied methods for alerting school to current instances of bullying
- Adequate supervision of the school site, especially toilets, lunch queues and distant areas
- Increased supervision levels and as appropriate, safe areas for pupils who feel threatened at break times
- Independent listeners, including older pupils and adults, other than school staff, to whom victims of bullying may turn
- Rewarding non-aggressive behaviour
- Encouraging co-operative behaviour
- The use of Individual Plans for those children experiencing interpersonal and peer relationship difficulties
- Close monitoring of those children with Special Educational Needs
- Sharing proven good practice with colleagues within the school

Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Curriculum areas – English, Drama, RE, PSHE, History etc
- Assemblies / School Councils
- Themed Weeks within the school year e.g. Anti Bullying Week
- Class discussions on issues such as friendship, prejudice, assertiveness, coping strategies
- Firm and appropriate disciplinary procedures
- Students being encouraged to develop their own class/form rules or Bill of Rights
- Greater interaction between classes/year groups

Dealing with Bullying Incidents/Allegations

Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses an incident, the following are agreed school procedures:

- A nominated member of staff, e.g. Head Teacher, is informed verbally
- Staff will ensure the immediate safety of all other staff, pupils and property. It may be that in exceptional circumstances there is a risk of injury to an individual such that physical intervention is required. In which case the member of staff would follow the school's policy on Positive Behaviour Handling
- Any injured child/children or staff will receive appropriate medical attention as soon as is practicable
- All incidents will be recorded, including the facts of the incident, action taken and a report of the follow-up interviews Incident recording form in Appendix A



- Both the victim(s) and bully(ies) should be interviewed separately to establish the facts without apportioning blame
- A decision should be taken regarding whether to contact the parents of both the victim(s) and bully(ies)
- In the light of the incident it may be appropriate to review the existing behaviour policy and/ or procedures.
- Appropriate sanctions and support will be discussed and agreed upon
- Follow-up discussions will take place within 2-3 weeks
- The opportunity should be available after the incident for both the victim(s) and bully(ies) together to discuss their difficulties with a responsible and confident adult

Interviewing the Victim

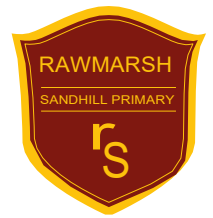
The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues. Confidentiality will not be promised.

- Staff will listen objectively and without favour to what is being said. The pupil(s) will be encouraged to share what they are feeling
- Staff will ascertain who has been involved, including bystanders
- Staff will discuss with the victim(s) what they would like to see happen and arrangements for the future
- Staff may offer coping/preventative strategies if appropriate
- Discussions around reparation/compensation will take place if property is damaged/ destroyed
- A realistic timescale for investigating and reporting back to the victim(s) will be given

Interviewing the Bully/Bystander

Research suggests that by telling the bully(ies) how the victim(s) is feeling, this raises their awareness of the pain they are causing and can cause a positive change in their behaviour. Staff will inform the student(s) that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of Child Protection issues. Confidentiality will not be promised. The following approaches may be used as appropriate to the incident:

- Staff interviewing the bully(ies)/bystanders will not apportion blame, but rather approach the pupils in a non-confrontational manner with the emphasis on problem solving
- Staff will explain they would like to talk to the student(s) as they are aware the student has been unkind to/causing problems for (name of victim). Staff will ask the student(s) if they know how (name of victim) is feeling right now
- Staff will explain that the bully(ies)/bystanders are responsible for those feelings and this is not acceptable. Staff disapproval will be vigorous



- The staff member will ask for suggestions to help the victim(s) feel better and to help solve the problem
- Staff will agree to meet with all the students involved again after an appropriate time to see how the situation has changed
- The nominated member of staff for bullying issues should be given a record of the interviews for the student files
- The school may wish to send copies of the reports to the parents/carers of those students involved
- Appropriate contact will be maintained with both sets of parents/carers until the situation has been resolved

If the bullying persists, this strategy may be combined with other positive interventions and targeted actions such as:

- Circle time
- Peer mentoring
- Peer mediation
- Buddying
- Support from external agencies, e.g., Behaviour Support Service, Educational Psychology Service, NSPCC, Childline
- School Council
- Circle of Friends
- Schools within the same catchment area working jointly together
- A whole School anti-bullying week as the beginning of an on-going campaign
- The appropriate encouragement of peer disapproval

Any sanctions invoked following the incident will be in line with the school's behaviour policy.

School is aware of the need to deal with allegations or incidences of bullying sensitively. We also appreciate the importance of dealing with all the children and young people involved, in a way which communicates disapproval where appropriate, but also treat them with dignity.

Working with Parents/Carers

School will work with parents/carers to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Appendix B is a form to record the meeting.

School will endeavour to give parents every opportunity to discuss their concerns as soon as practicable. We will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned. A lack of parental support can make conflict resolution much more difficult and is regrettable, particularly if children then mirror the negativity and unhelpful attitude they have seen.



School appreciates there will be occasions when the parents and carers of one or both sets of students involved will feel that school has not sanctioned appropriately. Parents or carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them. Two pro-formas are provided in this guidance file which can be used to help parents and schools in preparing for this meeting

Where a parent is dissatisfied with school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be invoked. Should the press be contacted regarding the bullying incident, then school will use its guidance on persons who speak to the press and work with the Local Authority publicity office over any impending publicity.

School actively encourages and welcomes comments, questions and suggestions regarding our anti-bullying policy please contact the Head Teacher.

This policy is reviewed annually in the Spring term by the Senior Leadership Team with any amendments being shared with staff.

Record of Bullying and Racist Incidents

(Please tick one or both boxes as appropriate)

Bullying Racism

Name of School/Establishment

Head of Teacher/Anti-Bullying and Anti-Racist Co-ordinator:
(if applicable)

Date Incident Report:

Perpetrator(s) and Victim(s) - Please add if more than 4 involved:

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
Gender								
Ethnicity (if known)								
Religion (if known)								

Type/Nature of Incident

<input type="checkbox"/> Written e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc.	<input type="checkbox"/> Damage to Property (e.g. theft of bags, clothes, money; tearing clothes; ripping books, etc.)
<input type="checkbox"/> Verbal (e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, etc.)	<input type="checkbox"/> Isolation/Emotional (e.g. 'sent to Coventry', shunned, rejected, left out of activities/groups, spreading rumours, etc.)
<input type="checkbox"/> Physical (e.g. pushing, shoving, fighting, tripping-up, etc.)	<input type="checkbox"/> Incitement (e.g. encouraging others to bully, behaving in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature)
<input type="checkbox"/> Using Technology (e.g. anonymous telephone calls, offensive/threatening texting/ e-mails)	
<input type="checkbox"/> Extortion (e.g. using threats in order to obtain money, property, etc.)	<input type="checkbox"/> Other (please specify)

Please indicate what action was taken to support victim(s)

Support from staff		Letter to Parents	
Support from other pupils		External agency involvement	
Other <i>(please specify)</i>			

Please indicate the level of parental involvement of both victim(s) and perpetrator(s)

Parents informed by phone		Parents involved actively in discussions etc.	
Parents informed by letter		Other <i>(please specify)</i>	

Please indicate if any follow-up/preventative work was done as a result of the incident

Whole school		Group work	
Whole class		Individual	
Circle Time		Review of policy and procedures	
Other <i>(please specify)</i>			

Please indicate when you intend to review the effectiveness of the action taken

One Week One Month Six Months

Any other comments:

Signed by Head Teacher/Co-ordinator

Date

APPENDIX B

School-Parent Liaison Meeting

Date of Meeting:		School:	
Name:		D.o.B.:	Male*/Female* (delete as appropriate)
Class:	Year:	Parents:	
Present at the Meeting:		Role:	
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Summary of Concerns:			
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Agreed Action Plan/Agreement:

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Follow-up Review will take place on:

<p>Signatures:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Information:</p> <p>Name:</p> <p>Class Teacher:</p> <p>NTA:</p> <p>Mentor:</p> <p>Other:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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