Anti-bullying Policy

Approved: October 2021
Review date: Autumn 2023

This policy has been drawn up from discussions with staff and all children through whole school assemblies, Rights Respecting Ambassador meetings and classroom discussions. The policy will be updated and added to in light of responses to children and parent questionnaires conducted annually. Staff and Governors are asked to make contributions.

Aims and Principles

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children
- To look out for all signs of bullying and to take the appropriate action to stop it
- To develop a school environment that is both safe and secure for all pupils
- To have in place established systems that will deal with incidents of bullying
- To develop confident children who will notify staff of any incident of bullying
- To inform everyone connected with the school of the school's anti-bullying policy
- To work with other schools to share good practice in order to improve this policy

What is Bullying?

Canon Barnett School believes that:

- Bullying may take place between adult and adult, child and child, child to adult or adult to child.

- Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. The attack may be an isolated incident or occur over a period of time.

- Bullying can sometimes take place because of a difference i.e race/culture/religion/gender or sexual orientation.

- Bullying includes:
    1. Verbal - e.g. name calling, spreading rumours, persistent teasing.
    2. Physical - e.g. pushing, kicking, hitting, etc. or any form of violence or threats
    3. Emotional - e..g. tormenting, threatening ridicule, humiliation, or exclusion from groups or activities

- Bullying may occur through direct social interaction or through the medium of information technology.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". The children understand and use the 'STOP' phrase which defines

bullying as 'Several Times On Purpose'. We use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

We have a zero tolerance approach to peer on peer abuse including sexual harassment. We recognise peer on peer abuse as a form of bullying. Any abuse by peers is investigated by SLT and our behaviour policy is implemented. Staff have a 'it could and does' happen here attitude to peer on peer abuse and are vigilant towards signs of it occurring in the school. We will not normalise this behaviour.

We believe it is our moral and legal duty to protect transgender pupils and staff members from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

The school works closely with the Rights Respecting Ambassadors and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;

- delegated powers and responsibilities to the Head teacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;

- delegated powers and responsibilities to the Head teacher to ensure all staff and visitors to the school are aware of and comply with this policy;

- responsibility for ensuring that the school complies with all equalities legislation;

- responsibility for ensuring funding is in place to support this policy;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;

- responsibility for ensuring all policies are made available to parents;

- the responsibility of involving the Rights Respecting Ambassadors in the development, approval, implementation and review of this policy;

- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the Behaviour Lead and to report back to the Governing Body;

- responsibility for the effective implementation, monitoring and evaluation of this policy

- work closely with the Head teacher and the Behaviour Lead;

- ensure this policy and other linked policies are up to date;

- ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;

- annually report to the Governing Body on the success and development of this policy

Role of the Head teacher

The Head teacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Head teacher will oversee or delegate to a member of staff:

- implement this policy;

- ensure that all staff are aware of the policy;

- work to create a safe, secure, caring and friendly school environment for all the children;

- ensure staff have a clear understanding of the extent and nature of bullying that may take place in school;

- ensure that personal, social, health and relationships education curriculum and the religious education curriculum helps to deal with anti-bullying;

- investigate all reported incidents of bullying;

- ensure that all pupils understand that bullying is wrong;

- ensure that all parents aware of this policy and that we do not tolerate bullying;

- raise awareness of bullying with pupils, parents, staff and governors on the grounds of protected characteristics;

- consult with pupils and parents to identify the extent and nature of bullying in the school;

- inform parents of any incident of bullying and how it has been dealt with;

- ensure staff report and record incidents of bullying;

- keep records of all incidents of bullying;

- use records of incidents effectively to track pupils through school;

- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;

- have regular discussions with the Rights Respecting Ambassadors:

- support any pupil who has been bullied;

- encourage any bully to change their behaviour;

- impose sanctions on any pupil who continues to bully;

- consider permanent exclusion in the most serious incidents of bullying;

- make effective use of relevant research and information to improve this policy;

- work closely with external agencies to support pupils who experience bullying;

- ensure effective supervision is in place between lessons, break times and lunchtimes;

- work with the wider community to deal with bullying that takes place outside school;

- deal with any form of bullying that takes place to and from school;

- proactively work with the police, parents/carers and the local community to help reduce local tensions;

- work closely with the link governor and coordinator;

- provide leadership and vision in respect of equality;

- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by monitoring:

    the number of recorded incidents in an academic year;

    the types of bullying that occur in an academic year;

    how swiftly incidents of bullying are dealt with

- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- annually report to the Governing Body on the success and development of this policy

Role of the Behaviour Lead

The name of the lead person: Rebekah Greenslade (Deputy Headteacher)

The lead will:

- lead the development of this policy and all linked polices throughout the school;

- work closely with the Head teacher and the nominated governor;

- provide guidance and support to all staff to understand the signs or behaviour of someone being bullied;

- work with children to determine those parts of the school where they do not feel safe;

- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:

   friendship benches

   playground buddies

   peer mentors

   safe places for vulnerable groups

   worry boxes

   the school councillor and learning mentor (as appropriate)

- coordinate an anti-bullying week;

- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;

- build pupils' resilience to bullying;

- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;

- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;

- Monitor the quality of teaching in PSHE and RSE lessons;

- work closely with external agencies to support pupils who experience bullying;

- collaboratively work with other schools to identify common issues related to the protected characteristics;

- display posters of national and local help lines and where help is available in school;

- make effective use of relevant research and information to improve this policy;

- keep up to date with new developments and resources;

- provide training for all staff on induction and when the need arises;

- help counsel children who have been bullied and those who use bullying behaviour;

- review and monitor;

- annually report to the Governing Body on the success of this policy.

Role of the Pupils

Pupils must:

- be aware of and comply with this policy;

- report if they are being bullied;

- report if they see someone being bullied;

- discuss ways of preventing bullying through the school council;

- follow the following instructions if they are bullied:

> get away from the situation as quickly as you can
>
> report what happened to you to a staff member by telling them:
>
> - what has happened to you
> - how you feel
> - if you have been bullied before
> - who bullied you
> - where the incident happened
> - when it happened
>
> make sure that your report is dealt with and who you told
>
> tell your parents or another family member
>
> ask for counselling if you are really upset

- treat others, their work and equipment with respect;

- talk to others without shouting and will use language which is neither abusive nor offensive;

- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

- liaise with the school council;

- take part in questionnaires and surveys.

Role of Parents

Parents must:

- be aware of and support this policy;

- report to the school any concerns they have of their child being bullied;

- be assured that the school will deal with all incidents of bullying;

- be assured that they will be informed of incidents and will be involved in discussions;

- be asked to take part periodic surveys conducted by the school;

- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Anti-Bullying through the curriculum and extra-curricular activities

Pupils are taught to follow the school values:

- Integrity

- Independence

- Respect

- Creativity

- Ambition

- Resilience

These school values are embedded across the school curriculum and reinforced in PSHE/RSE/Circle-time lessons, Golden-Time, assemblies, class rewards and celebration certificates.

When necessary, teachers will plan circle-time sessions. This represents an opportunity for all children to participate and raise specific concerns or worries (including bullying) that have arisen over the course of the week. Circle-time fosters and promotes a positive and empathetic ethos, which helps to counteract the forces that create negative self imaging and low self esteem and give rise to bullying behaviour.

PSHE and RSE is also firmly established and the whole school plans from the Jigsaw materials; the rights of the child are embedded in each unit. Each class receives one 45minute PHSE or RSE lesson on a weekly basis, there are six themes across the year that all year groups cover:

- Aut 1 – Being me in my world

- Aut 2 – Celebrating differences

- Spr 1 – Dreams and goals

- Spr 2 – Healthy me

- Sum 1 – Relationships

- Sum 2 – Changing me

The Jigsaw materials are used in assemblies alongside the Rights Respecting Schools agenda. Bullying is a focus for the whole school during autumn 2 (Celebrating Differences) and coincides with 'Anti bullying week' and is revisited throughout the year.

Drama, role-play, debate, discussion, video clips, literature, art and quiet reflection help to create a learning environment where the child is actively involved in learning about bullying, how to be a good friend and how to be emotionally literate.

The school regularly displays Anti-Bullying posters and leaflets to encourage victims to tell someone and seek support. Posters for agencies such as Childline are displayed and explained in class and in assemblies.

Children are taught to 'Tell Someone' if they are being bullied, or if they witness bullying. They are encouraged to tell an adult and are aware that the Deputy Headteacher deals with bullying incidents. The school also promotes not being a 'bystander', but intervening and telling when they see bullying happening.

Friendship Squad are trained to look out for bullying and support victims.
Rights Respecting Ambassadors canvas views about bullying and what the school can do.

The school has an Internet safety policy which is shared with pupils, staff, parents and governors and provides guidelines on actions to be taken if internet bullying occurs.

Good use is made of computing resources such as video clips about bullying from Purple Mash, short films and fiction/non-fiction texts. Puppets, photographs and feelings charts also support the learning of the younger children.

Behaviour Guidelines:

(See Positive Behaviour Management Policy)

At our school 'The School's values and children's rights' underpin our positive behaviour management in the building, the playground and when children are attending out of school visits and activities. This behaviour policy is published for parents and include the ways in which children are rewarded for good behaviour. The values and rights are reinforced through the school's Golden Time strategy whereby children are allowed to choose a fun activity for 30 minutes at the end of the week. Head teacher certificates are presented to children who have demonstrated particular school values at a weekly Friday assembly.
Where children do not make good choices of behaviour, our behaviour guidelines 'keeping our School Values' specify the sanctions and support.

Victims of Bullying are supported by:

- Reassurance

- Restoring of self-esteem and confidence

- Being offered an immediate opportunity to discuss the experience with a member of staff of their choice

- Mediation with the bully if appropriate

- Being offered a 'buddy' to be supported at playtime/lunchtime. (Children have told us that these are the times they feel most vulnerable)

- Having regular reviews by the Deputy Headteacher to ensure the bullying has ceased

- Other staff/Head teacher being informed as appropriate so that the situation can be monitored (i.e.: by staff on playground duty)

- Learning Mentor being informed to offer support where needed

- The Learning Mentor supporting children with transition and those who are particularly vulnerable

- Their parents being informed

- Having access to the Counselling Partnership
- Use of external partners if needed (e.g. BASS, CAMHS)
- Separation of children in serious cases
- Set 'check in' times by a specified adult/adults

Perpetrators of bullying are helped by:

- Having a discussion about what happened

- Discovering why they became involved

- Establishing the wrongdoing and need to change

- Being regularly monitored for repeat behaviour

- Their parents being Informed to help change the attitude and behaviour

- The learning Mentor being informed so that they can offer support group/1:1 behaviour management support
- Use of external partners if needed e.g. BASS, CAMHS

Records

- Records will be kept in a uniform and systematic way

- Records will be locked away/stored in the SLT secure file with limited access to adhere to the GDPR policy

- All reported incidents of bullying are investigated, dealt with and recorded

- Records will be kept of all incidents as well as specific types of bullying and their outcomes.

- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

Monitoring:

Behaviour Management reporting systems (Stop Think and Go sheets/Senior Management incident books and EYFS Behaviour Books) are monitored half termly by the Deputy Headteacher and Learning Mentor. The outcome of this monitoring is given to all staff and any necessary action/changes are implemented. This includes support for teachers with regard to key children and Learning Mentor support for individuals. This monitoring is reported to the Governors. Racist and Bullying incidents including homophobic or transgender bullying or peer on peer abuse including sexual harassment are reported to the LA when they occur in line with borough guidelines.

Updates:

Staff induction includes training all teaching and non-teaching staff to ensure the Positive Behaviour Management policy and the Anti-Bullying policy are adhered to.

This policy will be added to and updated where necessary, following the gathering of views from all stakeholders on a yearly basis.