UPSHIRE PRIMARY FOUNDATION SCHOOL

ANTI-BULLYING POLICY

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.

School Vision

INSPIRE*EXCITE*ACHIEVE

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

Introduction

This policy should be read in conjunction with the school's Behaviour Management Policy, which underpins the ethos of our school. Bullying-type behaviour and harassment are extreme forms of behaviour that will not be tolerated within our school community at any level. By definition, bullying-type behaviour is persistent action taken by one or more persons with the deliberate intention of hurting another, either physically or emotionally. Bullying-type behaviour can be direct, for example, physical or verbal or indirect, such as, being ignored or not spoken to. In whatever form bullying-type behaviour is wrong and damages individuals. We therefore do all we can to prevent it, by promoting our TERRIFIC culture in which bullying-type behaviour is regarded by all persons, adults and pupils alike, as unacceptable.

We acknowledge that bullying-type behaviour can occur in any setting and that pupils may not always make the adults in school aware that they are being bullied. However, once made aware of any incidents of bullying-type behaviour, concerns are taken seriously to stop unacceptable behaviour.

Aims

At Upshire Primary Foundation School, we aim to:

- ➢ Provide a safe, secure, 'listening' environment in which everybody can learn without fear or anxiety.
- ➢ Educate children about ways to keep themselves safe, including the importance of telling an adult in school or at home if they are being upset or hurt by another child or adult.
- ➢ Enable children to speak freely about any concerns, anxieties or fears they may have.
- ➢ Deal swiftly and consistently with unacceptable behaviours, including all forms of bullying-type behaviour.
- ➢ Send out a clear message that bullying-type behaviour and harassment will not be tolerated in any form.
- ➢ Raise awareness that bullying-type behaviour is not tolerated amongst all those connected with the school; ensuring that all members of the school community are clear about their responsibilities concerning preventing any form of bullying-type behaviour.

Roles and Responsibilities

The Role of Governors

- ➢ The Governing Board supports the Headteacher in all attempts to prevent bullying-type behaviour.
- ➢ The Governing Board will not condone any bullying-type behaviour in our school and any incidents of bullying-type behaviour that occur will be taken seriously and addressed appropriately.
- ➢ The Governing Board monitors the incidents of bullying-type behaviour that occur and reviews the effectiveness of this policy bi-annually. The Governors require the Headteacher to keep accurate records of all incidents of bullying-type behaviour and report to Governors, on request, about the effectiveness of school behaviour strategies.
- ➢ The Governing Board responds within ten working days to any written request from a parent to investigate incidents of bullying-type behaviour that have already been brought to the attention of the Headteacher. In all cases, the Governing Board will liaise with the Headteacher and ask her/him to conduct an investigation into the case and report back to a representative of the Governing Board.
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The Role of the Headteacher

- ➢ It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all members of the school community (adults and children) are aware of the school policy and know how to address incidents of bullying-type behaviour.
- ➢ The Headteacher ensures that all staff are clear about their role in providing a safe and secure environment for all pupils and are familiar with agreed protocols and required action should they become aware of incidents of bullying-type behaviour.

- The Headteacher reports regularly to the Governing Board about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying-type behaviour is wrong and that it is unacceptable behaviour in our school. The Headteacher draws pupil attention to this fact at suitable moments eg. through assemblies, following incidents of unacceptable behaviour, School Council meetings etc. Opportunities are systematically provided for children to explore bullying-type behaviour and harassment in a manner appropriate to their age and stage of development concerning their developing emotional intelligence.
- The Headteacher ensures that all staff are clear about how to deal with reported incidents of bullying-type behaviour and that sufficient training is provided to equip colleagues in dealing with such incidents.
- The Headteacher sets the school climate of mutual respect, support and praise for success that enables all children to feel valued, thereby reducing the likelihood of bullying-type behaviour. When children feel they are important and belong to a friendly and welcoming school, bullying-type behaviour is less likely to be part of their behaviour particularly when this is fostered within a culture of 'listening' and responding to children's concerns.
- The Headteacher encourages children to 'monitor' undesirable behaviours and report any incidents that may concern them.
- When incidents of harassment and bullying-type behaviour are reported, the Headteacher will investigate the nature of the incident, deal with those responsible for causing harassment and may inform the parents/carers of the child/children displaying bullying-type behaviour to ensure that their inappropriate conduct ceases. It is acknowledged by the school, that frequently, children who are 'displaying bullying-type behaviours' to others may be the victim of some form of harassment themselves, issues which may need to be explored with the child's parents/carers.
- Incidents of bullying-type behaviour and harassment are recorded on **My Concerns,** which is a cloud based software programme.

The Role of Staff

It is the responsibility of all staff to support the Headteacher in implementing the school's anti- bullying strategy and promote a positive climate for learning, which includes:

- Teaching children about how to keep themselves safe – both in and out of the school environment, including online.
- Educating children about what they should they do if somebody is saying or doing something to them that they do not like, most notably – but not solely – in school.
- Fostering the ethos of a 'listening school' by taking time to hear what children have to say, this includes hearing from all parties involved in a dispute.
- Intervening early to prevent a build-up of tension between children.

Staff in our school take all forms of bullying-type behaviour seriously and intervene to prevent incidents from taking place. However, if incidents of bullying-type behaviours are witnessed or reported staff will:

- Deal with the issue immediately. This may involve support for the victim and the child displaying bullying-type behaviour separately and/or appropriate sanctions for the wrongdoer.
- Do all they can to support the child who is experiencing these bullying-type behaviours.
- Immediately refer the matter to the Headteacher/Inclusion Manager or a senior teacher in their absence. Teachers, in consultation with senior colleagues, will monitor the situation and if harassment persists after adult intervention, the Headteacher/Inclusion Manager will contact parents/carers to arrange a meeting.
- Assist the Headteacher/Inclusion Manager, parents/carers and other agencies (where applicable) in providing and/or facilitating appropriate support for the victim and consequences for the child who has carried out the bullying-type behaviours.

- At Upshire Primary Foundation School, we spend time talking to the child who has shown bullying-type behaviours: explaining why their conduct is unacceptable, exploring the reasons for their actions and establishing any underlying problems whilst trying to assist them in changing their behaviour in future.

All staff encourage the children to use the '3 TELLS' strategy to help prevent bullying-type behaviours to establish a climate of trust and respect for all.

TELL 1 "Stop it, I don't like it when . . . " (VERBALISE DISLIKE)
TELL 2 "If you do it again I will speak to adult . . . " (WARNING!)
TELL 3 "Now I'm going to TELL!" (ACTION)

By using praise and opportunities to celebrate the achievements and success of all children, we aim to prevent incidents of bullying-type behaviours occurring. Similarly, by celebrating differences and promoting respect for others we aim to foster a climate of acceptance in which all children are able to 'learn and grow together'. We teach the children about bullying-type behaviours and the different type of friendships they may encounter

The Role of Parents/Carers

- Parents/carers, who are concerned that their child might be being bullied or indeed suspect that their child may be the perpetrator of bullying, should contact their child's class teacher initially to raise their concerns. If matters are unresolved, following such interventions parents/carers should alert the Headteacher/Inclusion Manager immediately. If parents/carers are not satisfied with the response or subsequent action taken by the school, they have a right to address their concerns with the Governing Board; following the school's complaints procedure.
- Parents/Carers have a responsibility to support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

The Role of Pupils

- To understand the different types of friendships, bullying-type behaviours and recognise the impact of their choices.
- Pupils are actively encouraged to tell somebody they trust within school or at home if someone is displaying bullying-type behaviour towards them.
- If, after telling someone at school, the behaviour does not change, they must keep on letting someone know.
- Children are encouraged to support their peers/friends in reporting incidents of bullying-type behaviours to a member of staff.

Cyber-bullying

Cyber-bullying is an intentional act by a group or individual using electronic forms of contact.
In line with the school's e-Safety Policy:

- pupils learn about e-safety through the curriculum;
- pupils are made aware of agencies who specialise in e-safety:

  - www.thinkyouknow.co.uk
  - www.childline.org.uk
  - www.ceop.police.uk

Children understand that they must tell an adult if they experience bullying-type behaviour in this way and that they should not delete any messages, photographs, video or texts, but should not respond to them. Children are taught to use the Internet in a positive way.

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Parental support and understanding in the safe use of this type of technology is an essential part of managing cyber-bullying and safeguarding children. The school will always try to provide parents/carers with assistance should they need it and will signpost outside agencies that specialise in this area.

Monitoring and review

This policy is monitored by the Headteacher who reports to Governors about its effectiveness.

The anti-bullying policy is the Governors' responsibility and they review its effectiveness through Headteacher reports. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years or earlier if necessary.

Confirmation that the Anti-bullying Policy in respect of Upshire Primary Foundation School has been discussed and formally adopted at a governor meeting on 13th February 2020