



# Raysfield Primary

**Know myself. Respond to my world.**  
**Connect with my community.**

## Raysfield Primary School

# Anti-Bullying POLICY

Signed (Chair of Standards Committee):	Name: David Champion	Date: 19.10.2020
Signed (Head):	Name: Claire Hill	Date: 19.10.2020
Ratified: by Standards Committee 19 <sup>th</sup> October 2020		Next Review: Annually – October 2021

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Anti-Bullying Policy	<b>Date</b>	19.10.2020
<b>EIA CARRIED OUT BY:</b>	Claire Hill	<b>EIA APPROVED BY:</b>	Standards Committee

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment



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## Anti – Bullying Policy

We wish to make it very clear that:

***we regard bullying as unacceptable behaviour***

Raysfield Primary is committed to creating a safe environment where young people can learn and play, can talk about their worries, confident that an adult will listen and will offer help. Children must know who they can go to, confident that they will be listened to. In most cases this will be their class teacher. In their absence the head teacher or deputy will be available or the school's Family Link Worker.

We will make it clear to children, staff, parents, and governors that when bullying happens we will work as a community in accordance with our policy guidelines to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

The primary focus of education is to increase life chances. We actively discourage discrimination in any form including race, gender, disability, ethnicity, sexual orientation, and transphobia, religious or educational capability. We will actively promote an inclusive environment and ethos.

### **WHAT IS BULLYING?**

There are many definitions of bullying, but at Raysfield we agree it is:

- The idea that bullying is different from random acts of aggression
- That the harmed person suffers over a period of time
- That bullying is not just physical violence but includes many different forms of behaviour, intimidation, teasing, name calling, isolation
- Online (cyber-bullying) as well as face to face
- Peer to peer pressure

*Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away and **keeps on doing it**, making you feel frightened and/or unhappy.*

It can be:

**Physical** – hitting, kicking, spitting, tripping someone up, or stealing/damaging someone's belongings.

**Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, or constantly putting a person down.

**Emotional/psychological** – excluding someone from a group, humiliation or creating a feeling of danger.

**Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, or racially motivated violence.

**Sexual** – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.

**Homophobic/ Transphobic** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, or homophobic/ transphobic violence.

**Electronic** – bullying by text message, chats, sharing inappropriate pictures, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), or hate websites.

Bullying is the abuse of power by one person or a group over another. All of the types of behaviour listed above are unacceptable and **will not be tolerated at this school**.

## **STRATEGIES FOR AN ANTI-BULLYING CULTURE**

When dealing with bullying it is important to have procedures in place to deal with incidents and a whole school preventative approach.

These are two quite separate strands:

- . A whole school approach to awareness and prevention - *prevention*
- . A strategy to deal with bullying when it happens - *reaction*

## **AWARENESS AND PREVENTION**

### **Promoting a positive ethos within the school**

The following are ways in which a positive ethos can be promoted:

- Celebration Assemblies such as Learner of the week - celebrating success
- Time to reflect within Jigsaw lessons
- Assemblies
- Setting, and recognising, a good example
- Praising good behaviour
- An effective praise and reward system
- Promoting pupils' self-esteem

- Displaying pupils' work
- Encouraging a sense of responsibility
- Encouraging parental involvement
- Clear and consistent messages from all staff, use of a common language i.e. right choice
- Reference back to our core values – Know myself, Respond to my World and Connect with my Community.

## **The Curriculum**

Wherever it is appropriate, we will integrate this policy into the curriculum by highlighting the anti-bullying message in subject areas and in our project based learning eg:

- Religious Education
- Social Education
- Moral Education
- Health Education - Drugs and Sex and Relationship Education
- E-safety through our computing curriculum

Children need to be taught certain Key Strategies to enable them to deal effectively with bullying. They may include:

- . How to identify and express feelings and emotions.
- . The need to be sensitive to and respect the rights, needs and wishes of others.
- . Becoming aware of positive and negative relationships.
- . Developing the skills of co-operation, listening, sharing, negotiation, and dealing with conflict.
- . Enhancing self-esteem and assertiveness.
- . How to identify a range of trusted adults to share concerns with.
- . Offering support to both victims and perpetrators of bullying.
- . Providing space and time for children to explore why bullying occurs and to take positive steps to control it.

These will be dealt with in the curriculum areas highlighted above, but much of it will be through:

- . the general development of the class' and school's ethos and culture;
- . when responding to incidents; and
- . and time given to reflect and respond to situations.

## **Social Skills training**

To improve pupils' self-esteem, there is a need for specific social skills training to be provided. This may include teaching pupils how to:

- . share;
- . listen;
- . take turns;
- . work collaboratively in groups;
- . celebrate differences; show tolerance and respect for differences
- . be assertive - NOT AGGRESSIVE;
- . take responsibility; and
- . take care and show respect for others and their environment.

## **RESPONDING TO BULLYING**

However good the underlying attempts to prevent bullying by addressing the school's general ethos and organization, there will be incidents which require action. The aims of intervention should be to:

- . make the victim feel safe
- . to encourage better behaviour from the bully, and any colluders
- . apply sanctions appropriately

Therefore, the following procedures operate:

- 1 Is it a one-off playground incident? If yes - follow Behaviour Policy Guidelines.
- 2 If not, and the child is in distress – ACT.
- 3 Listen carefully and record all incidents:
  - name
  - what happened
  - when it happened
  - where it happened
  - who is involved
  - how the pupil feels
- 4 Offer the victim immediate support and help.
- 5 Remember, however, that trying to unravel the details of incidents is often impossible!
- 6 Contact the parents of the victim and perpetrator and explain what is happening.
- 7 Remember, it may be necessary to monitor the situation to ascertain what is actually happening before taking action.

Dealing with the results of bullying is more complex and each situation will require its own approach. **While consequences clearly has a place in dealing with significant incidents, and we will use sanctions appropriately**, we will also deal with incidents using alternative responses. The reasoning behind this is clear:

- instant punishments can be quickly forgotten
- some bullies are already victims of violence at home
- bullies are often immune to punishment and may seek revenge on the victim
- knowing that bullies will be punished may mean a continued reluctance on the part of other pupils to disclose
- bullying is anti-social behaviour; often by troubled children with anxieties and worries. Increasing their anxiety and alienation is not a recipe for success

At Raysfield we have skilled staff to provide bespoke services to find the root cause of bullying behaviours and we pride ourselves on supporting **children** who bully, to teach them to find other ways of expressing their anger and frustration.

## ***THE ROLE OF PUPILS***

Pupils should:

- . inform an adult if they feel that they are being bullied or if they are aware of someone being bullied
- . not tolerate bullying

## ***THE ROLE OF STAFF***

Staff should:

be aware of early signs of distress and act promptly  
listen carefully and record all incidents  
inform the Head Teacher of incidents/reports  
liaise with parents  
be aware of those areas of the school where bullying could take place  
work within the Equal Opportunities and Behaviour Policy Guidelines  
use the curriculum as an effective way of combating bullying  
Head teacher will keep records of bullying incidents and actions take to address and prevent further bullying

## ***THE ROLE OF PARENTS***

Parents should:

- . encourage their children to resolve arguments without using violence or aggression
- . encourage and praise their child when children co-operate and are kind to other people
- . discourage their child from using bullying behaviour at home or elsewhere
- . monitor their children's experiences, eg:
  - What games they are playing (virtual and actual)
  - checking what television programmes are being watched
  - supervision of internet use / mobile telephones
  - check and have parental controls involving social media
  - not allowing unsupervised play with children unknown to them
- . be aware of the school's attitude to bullying and the policies and procedures it has in place.
- . watch for signs of distress in their children
- . be aware that there is a difference between an isolated incident or boisterous play and bullying
- . take an active interest in their child's social life
- . inform the school immediately if they think their child is being bullied
- . tell their child that it is right to tell a trusted adult
- . tell their child not to try and buy the bully off with sweets or money
- . support the school in dealing with bullying
- . inform the school of incidents outside of school that may have repercussions in school, recognising the limit in terms of influence the school has after the school day has ended.

Parents shouldn't say:

- . go and hit them back
- . don't be a wimp
- . it will sort itself out
- . it is all part of growing up
- . stand up for yourself

## **CONCLUSION**

With children, parents and staff working together to deal with bullying we hope that we will all have the same understanding of what bullying is and that any incidents will be infrequent and appropriately dealt with.

***We consider this policy in conjunction with our Behaviour and Safeguarding policies.***

Reviewed: October 2020