



# Shawfield Primary School

## Anti-Bullying Policy

Written: September 2018

Reviewed: November 2022

Next Review: September 2026

## **ANTI-BULLYING STATEMENT**

At Shawfield Primary School we believe that all children have a right to learn effectively in a supportive, caring and safe environment without the fear of being bullied, in order to improve their life chances and help them maximise their potential. We promote good behaviour and believe bullying is a form of anti-social behaviour.

We would expect children to feel safe in school, and to have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. When incidents of bullying occur, we endeavour to deal with them quickly and effectively.

### **Policy Development**

This policy was formulated in consultation with the whole school community with input from members of staff, parents/carers, children and young people.

Children contribute to the development of the policy through the school ambassadors, circle time and questionnaires.

The Key Stage 2 classes will develop a child friendly version to be displayed around school to be reviewed by the School Ambassadors.

Parents/carers will be encouraged to contribute by: taking part in written consultations, parent meetings and parent forums.

### **Roles and Responsibilities**

#### **The Headteacher**

Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

#### **The Pastoral Care Lead**

Will work with the Headteacher to implement and monitor this policy.

Their responsibilities are:

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

#### **Children will**

- Use our Anti Bullying code which is displayed in all Key Stage Two classrooms (see Appendix A).

**All Staff will**

- Be aware of the statement.
- Implement the statement.
- Support children using the philosophy and processes outlined in this statement.

**All Governors will**

- Be aware of the statement. Visit school and talk to children and staff to ensure statement is fit for purpose.

**Parental Engagement in Anti-Bullying**

Parents have an important part to play in our Anti-bullying statement. We ask parents to:

- Reinforce the school's policy concerning bullying with your child by making sure you are aware of the definitions, preventive measures and strategies for dealing with incidents. Make sure your child is not afraid to ask for help.
- Look out for a change in behaviour for your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child or their parents on the playground or involve an older child to deal with the bully. Please inform the school immediately.
- It is important that you advise your child not to fight back but encourage them to write it down or tell an adult in school.
- Tell your child that it is not their fault that they are being bullied.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

Please keep in mind – just because your child has had their feeling hurt or doesn't like what someone said may not mean they are being bullied. Bullying is something that is repeated behaviour and includes an imbalance of power (the victim feels powerless against the bully).

We want our children to learn the difference and also to build the skills needed to stand up for themselves in a positive way. That's why we are giving them the words to say when they perceive they are being bullied – "I'm gonna write that down"! This strategy will operate alongside our PHSE curriculum where children will be taught other strategies for managing their emotions and be helped to develop self-help skills to give them confidence and raise their self-esteem. This system will also help us gather evidence (documentation) of bullying occurrences, so it is important that the victim or bystander fills out the bullying report form

completely, honestly and legibly.

### **Definition of Bullying**

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

*Safe to Learn: embedding anti bullying work in schools (2007).*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’.

### Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture.
- bullying related to special educational needs or disabilities.
- bullying related to appearance or health.
- bullying relating to sexual orientation.
- bullying of young carers or looked after children or otherwise related to home circumstances.
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- staff
- individuals or groups

Certain groups of children are known to be particularly vulnerable to bullying by others: these may include children with special educational needs or those with disabilities; young carers, looked after children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

***'I'm Gonna Write That Down'*** is the key phrase in our anti-bullying message. If a child feels they have been upset, they should do these things.

- a) Stay calm (do not respond with anger, mean words, or tears – don't give the bully a reaction).
- b) Assess the threat of violence (violence is extremely rare at school, but if the child feels in immediate physical danger, they should go to an adult immediately and tell them what is happening).
- c) Say, "I'm gonna write that down". (and then DO IT... using one of our school reporting forms).

When a child who is being unpleasant hears the phrase "I'm gonna write that down" they immediately know they have said or done something which made the other person feel hurt in some way. "I'm gonna write that down" is a signal to alert a person that they've just done something perceived as hurtful. They now know NEVER to do it again (because they know the other person doesn't like it).

"Write it down" enables children to reach out to school adults. It shows children that they are powerful and that their voice will be heard. Staff will take appropriate action and continue to monitor to ensure bullying behaviour is not tolerated at Shawfield Primary School.

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

Outline the steps the school will take for example

- Interviewing all parties.
- Informing parents.

- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists.
- Follow up especially keeping in touch with the person who reported the situation, parents/carers.
- Support for the victim and the bully.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the statement.

This information will be presented to the governors in an anonymous format as part of the annual report.

### **Strategies for Preventing Bullying**

As part of our ongoing commitment to the safety and welfare of our children we at Shawfield Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- During PSHE sessions use Family Links and PSHE association materials.
- Children in Key Stage 2 are able to report in confidence any actions that have upset them using our 'write it down' approach.
- Anti-bullying week annually in November.
- Specific curriculum input areas of concern such as Cyberbullying and e-safety.
- Student voice through the school ambassadors.
- Teachers discuss bullying and reinforce the anti-bullying code every half term.
- Staff have weekly updates on current issues or potential problems. Weekly lists are produced.
- Staff are alert and aware on the playground for children who do not appear to be happy.
- Playground buddying - We have a playground buddy system in place to lessen the incidents of bullying behaviour. Playground Buddies are children in Years 6 who have completed a 10 hour training course. They wear red t-shirts, caps and badges. They look for children who are left out, organise games and undertake simple conflict resolution.
- Parent information and development for all staff.
- Anti-bullying messages and actions are discussed with the Key Stage 2 children.

#### **Issues that have been discussed with the children:**

1. Sometimes children think they are being funny, but what they are saying or doing is hurting the other person.
2. If a child perceives that they are being hurt in some way, they need to let the person doing it and everyone else know.
3. This person should STOP whatever behaviour they are doing (actions or words) and never do it again ... even if they were just trying to be funny or silly (because it's not funny or silly to the other person).

**Links with other policies**

Behaviour Policy

Child Protection and Safeguarding Policy

Equalities Policy

Complaints Policy

SEND Policy

Staff Behaviour Policy

Home/School Agreement

## If you feel you are being bullied



# Stay calm

(don't respond with anger).

Don't give the bully a reaction.

## Make some noise

*Say 'I'm gonna write that down'.*

*Make Some Noise*



**Tell yourself that you do not deserve to be bullied and that it is wrong.**

Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.



*Be proud of who you are!*



# Be proud of who you are!

It is good to be an individual.

Stay with a group of friends/people. There is safety in numbers.



## REACH OUT!

Walk confidently away.  
Go and write it down or speak to a member of staff.

### If You Know Someone Is Being Bullied

#### TAKE ACTION!

Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.



If you feel you cannot get involved, tell an adult immediately.  
Teachers will deal with the bully without getting you into trouble.

Don't join in with bullying behaviour even if it is your friends who are encouraging it.





If someone is hurt please notify an adult immediately.

**Your Name** .....

**Your Class** .....

**Date of incident** ..... **Time** .....

**Where (please circle)**

- |                 |           |                 |              |
|-----------------|-----------|-----------------|--------------|
| Toilets         | Classroom | Library         | By the bikes |
| Behind Year 4/6 | Courtyard | Climbing wall   | Cloakrooms   |
| By the gate     | Field     | Main playground | Hall         |

**Who was involved**.....

**Who else saw**

.....

**What Happened**

.....

.....

.....

**How did you react**

.....

.....

**Signature** .....

**Bystanders signatures**.....