

Grafton primary School Anti Bullying Policy

Aims

We aim for Grafton Primary School to be a place where children and staff feel happy, secure and confident in all aspects of school life.

- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide children and staff to enable them to feel confident to manage conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure children know what to do if they feel they are being bullied

Rationale

What is bullying?

Islington definition of bullying:

'Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against.'

Several Times and On Purpose = STOP

Bullying is when a child, group of children or adult persistently manipulates and/or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker and who does not act in apposite way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that safety of the person hurt physically or mentally and do our best to support improved behaviour from the person displaying bullying behaviour.

Our aim is to create and provide a happy, secure and safe environment for our Grafton community. We encourage our pupils and staff to be caring and respectful to each other. We support our pupils in developing the skills to become reflective about their behaviour and the impact it has on others. The language we use is polite, inclusive and respectful of our diverse backgrounds. We aim to protect the pupils and staff at Grafton from unfair treatment and promote a fair, equal and safe place for our pupils to achieve their full potential, as is in accordance with the 'Equalities Act 2010'.

Our staff are aware that bullying can and does take place in all schools. This policy was written in consultation with staff and the school council. The pupil voice was central in writing this policy. The policy was shared with the IEB and families were also consulted.

Types of bullying:

Physical

An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, punching and extortion.

Psychological

Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.

Social

Ostracism or rejection by a peer group

Verbal

Using language in a derogatory or offensive manner, such as name-calling, sarcasm, persistent teasing, name calling, insults.

Homophobic

Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimization. It can also affect anyone who is perceived to be homosexual.

Racist

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

Religious

Treating people badly because of their religious background or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

Disability or learning difficulties (SEND)

Includes behaviours such as; leaving someone out or treating them badly because of a disability or difficulty, making someone feel uncomfortable because of a disability or difficulty, or making hurtful comments or jokes.

Sexual

Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.

Cyber

The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else. An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE, and the use of mobile phones has been established at Grafton.

Indirect

Excluding or 'blanking', spreading gossip, graffiti defacing or damaging property.

Other

For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

The law empowers the Headteacher of a school to regulate the behaviour of children when they are off the school site (which is particularly pertinent to regulatory cyber bullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

When is it not Bullying?

Two or more children or young people of a similar age and size involved in verbal or physical contact, including name-calling and fighting where there is no imbalance or power, 'One off Events'. Such instances can escalate to bullying and need to be addressed through the school's behaviour code.

The aim of our school anti bullying approach and interventions will be to:

1. Prevent, de-escalate and/or stop any continuation of harmful behaviour
2. Respond to bullying incidents in a reasonable proportionate and committed way
3. Safeguard the student who has experienced bullying and ensure children are supported

All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

During a student's school career at Grafton we will encourage them to develop the self-discipline necessary to maintain acceptable levels of behaviour towards the community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Children must not

be afraid to report problems and have the confidence that something positive will be done.

Assemblies, PCSHE and drama will provide the opportunity for children to explore their feelings and give them the self-confidence to develop their assertiveness skills. Through restorative circles we give pupils regular opportunities to reflect on their feelings. This has developed a culture of freedom and confidence to talk about emotions (in the circle or privately) and provides opportunities for pupils to become more reflective of their mental health and, develop strategies to manage it.

Procedures for dealing with incidents of bullying (See Appendix 1)

1. Collect details using the 'Witness Statement'

Ask the following questions to both parties:

What happened?

What were you thinking at the time?

What are you feeling at the moment?

What do you think needs to be done to repair the harm?

Who do you think has been affected by the actions?

2. Member of staff involved to discuss with the appropriate Phase Leader and teacher to identify the appropriate way forward.

a) Low level incident

Member of staff to work with the harmer and the harmed to resolve the issue.

b) Higher level incident

Follow the procedure as identified on the flow chart.

3. Complete referrals and pass to appropriate Phase Leader or Senior Leader.

- A serious incident could result in a fixed term exclusion.

- A very serious incident could result in permanent exclusion which is the decision of the Headteacher or even, involve the support from the police.

SCHOOL EXPECTATIONS

1. Children will be taught that bullying is unacceptable at school and within the community.

2. The school seeks to establish a culture of care and respect for one another.

3. Staff should be alert to the possibilities of a bullying incident.

4. Children will be encouraged to tell and staff will listen.

5. All incidents will be investigated and appropriate action taken.

6. Staff will work restoratively in dealing with incidents.

7. Bullying is discussed openly in assemblies and lessons. Resources such as videos, outside drama groups and speakers are used.

8. Children, parents and staff will be made aware of the school's approach to bullying and the school's anti-bullying policy.

Children:

- Will complete a questionnaire bi-annually to assess their thoughts and feelings.

Parents/carers:

- Will be encouraged to contact the Phase leader or Deputy Headteacher if they suspect that their child is being bullied without fear of 'making things worse'.

Preventative Measures

- Circle Time
- Anti-Bullying Weeks including e bully
- Assemblies
- Nature Groups
- Positive
- School and Class Councils
- Performances
- PSHE Curriculum
- Play Ground Friends
- Extra-Curricular Activities
- Positive Behaviour Strategies
- Clear Pastoral Support Team