

# Rainbow Forge Primary School



## **Anti-Bullying Policy** **November 2016**

What is bullying?

At Rainbow Forge Primary School our understanding is that:

- It is deliberate and hurtful
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms, but the main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, sarcasm, spreading rumours, making offensive remarks including racial remarks
- Emotional – being unfriendly, excluding people from friendship groups, tormenting (e.g. threatening gestures)
- Racist – racial taunts and gestures
- Sexual – unwanted physical contact
- Indirect – spreading nasty stories or malicious rumours, sending malicious emails or text messages on mobile phones (often called '**Cyber-bullying**' or '**online-bullying**')

### **Aims of the Policy**

- To develop a whole school ethos in which bullying is regarded as unacceptable
- To provide a safe and secure environment where all can learn and play without anxiety
- To have a consistent approach when dealing with bullying incidents
- To ensure that everyone connected to the school is aware of our opposition to bullying
- To communicate clearly each person's responsibility with regard to bullying within the school
- To describe strategies that will aid the school to review and monitor bullying within the school
- To promote and encourage good behaviour through the teaching of behaviour in school
- To promote respect for others
- To eradicate any form of bullying
- To make Rainbow Forge a place where nobody is afraid to speak out

### **Implementation**

The role of Governors:

- The governing body supports the Head Teacher in implementing this policy. Any incidents of bullying are taken very seriously and acted upon.
- The governors require the Head Teacher to keep accurate records of any bullying and to report to them about the effectiveness of school anti-bullying strategies.

The role of the Head Teacher

- It is the role of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The Head Teacher should ensure that all children know that bullying is wrong and that it is unacceptable behaviour in the school. The Head Teacher may use assemblies to address this issue.

- The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- The Head Teacher sets the school ethos of mutual praise and support so making bullying less likely.

#### The role of teachers and support staff

- All staff take forms of bullying seriously and intervene to prevent incidents from taking place.
- Class teachers keep their own records using a standard Bullying Recording Incident form (see attached document) of all incidents that happen in their class and consult with the SLT if an incident is not resolved. This may also involve a meeting with the parents.
- All completed Bullying Incident Forms are passed to a member of the SLT so that all incidents are recorded and kept centrally.
- Class teachers are responsible for informing other staff of any children with potential difficulties, both children who are vulnerable from being bullied and those who may try to bully.

#### The role of parents

- To talk to their children and make sure they behave appropriately
- To reinforce the importance of good social behaviour with other children
- To discuss how to treat others, even when they are not particular friends
- To talk to their children about how to treat everyone with respect
- To discuss our Anti-Bullying Policy with their child/ren and to support it
- To support school when action is taken with a child who has carried out bullying behaviour
- Parents who are concerned that their child might be the victim or the perpetrator of bullying should contact their child's class teacher immediately.

#### **Strategies for dealing with bullying**

##### Five key points:

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same thing does not mean they are correct.
- Adopt a solution-focussed approach, which moves people on from justifying themselves.
- Follow up repeatedly, checking the bullying has not resumed.

Minor disagreements are dealt with using strategies outlined in the Behaviour Policy. Actual acts of bullying can be dealt with using a range of strategies:

- Class teachers support a positive ethos in the classroom. Through praising and celebrating success we aim to prevent incidents of bullying.
- Staff establish the facts. This involves a meeting with all the children involved.
- Class teachers should speak to a member of the SLT to gain support and advice in order to resolve the situation.
- A solution-focussed approach is taken by the SLT with the victim, bully and any bystanders.
- Support is provided for both the victim and the bully.
- If a child is repeatedly involved in bullying other children, the Head Teacher and SENCO are informed and the child's parents are invited into school for a meeting.
- In more severe cases the Head Teacher may contact external support agencies.
- As a last resort the child will be excluded in accordance with the LEA procedures.

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The role of teachers and support staff

- All staff take forms of bullying seriously and intervene to prevent incidents from taking place.
- Class teachers record all incidents that happen in their class on CPOMs which is monitored regularly by SLT.
- Class teachers are responsible for informing other staff of any children with potential difficulties, both children who are vulnerable from being bullied and those who may try to bully.

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### **Strategies used within school**

#### Curriculum

The whole school follows a clear PSHE curriculum, linked to online safety which encourages positive emotional behaviour. It provides a framework for promoting social, emotional and behavioural skills. The program is a starting point for discussion and enables children to discuss social and emotional issues, ask questions and consider how they might respond.

We use P4C as a vehicle to positively discuss differences and teach children how to resolve difference of opinion in a mature and responsible way

#### Further strategies

#### Assemblies

We have assemblies dedicated to behaviour. Weekly assemblies focus on rules and learning skills which are then followed up and promoted in class by the teacher as a recurring theme for the week.

Another assembly focuses on celebrating differences; directly discussing issues such as friendships and bullying, giving children positive strategies for dealing with conflict. We promote anti-bullying week annually with an assembly and follow up work in class.

#### Circle Time

This takes part during timetabled PSHE sessions. It aims to generate a positive atmosphere in a well-managed circle time which usually spreads into other areas of class activity. This time should include discussions of what bullying is and how we should try to deal with it. It allows the children to reflect in a safe and caring environment.

#### Pupil Voice

Children are given opportunities to share feelings and concerns with adults in school through the use of systems such as the 5 Point Scale and Bubble Time.