

Raeburn Primary Anti-Bullying Policy

for Whole School including Early Years Foundation Stage



Rationale

Our Anti-bullying Policy is underpinned by the **UN Convention on the Rights of the Child** and reflects the school vision statement (below) which recognises that all children within our school have a right to feel safe, have respect for self and others and to learn in a caring environment.

Work from the Anti-Bullying Alliance is used at Raeburn to educate and inform, this has fed into the production of our Anti-Bullying policy.

All members of the school community have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour. Also, to demonstrate and promote the high standard of behaviour expected at Raeburn Primary.

The school works in partnership with parents and carers to ensure that the school's approach to bullying is clear and understood.

Mission Statement



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Definition of bullying

Raeburn Primary has adopted The Anti-Bullying Alliance definition of bullying which was written based on research from across the world over the last 30 years. Currently there is no legal definition of bullying.

Raeburn Primary School's definition of bullying is:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

There are four key elements to this definition:

- hurtful

- repetition
- power imbalance
- intentional

Forms of Bullying behaviour can be:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals.

Links with other school policies

Behaviour Policy, Equality Policy, PSHE document, Online safety policy, Safeguarding policy and SMSC.

Whole School activities/interventions to support Anti-bullying ethos:

- Awareness raising programmes – through our PSHE curriculum, participating in National Anti-Bullying week, Pathways of Help flow chart and with support from outside agencies
- Ensure the schools grounds are safe and pleasant places to relax and play.
- Worry Monsters in each classroom to ensure all children can communicate concerns
- Positive behaviour strategies used across school.
- Restorative Justice Approach used with children

Responsibilities of all our staff members

Our staff will:

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying. Where possible, build into cross-curricular planning.
- Follow the school guidance on dealing with bullying within our school using the systems in place i.e. school buddy, positive behaviour, clear consequences and 'Anti-Bullying Procedures' flow-chart.

- Seek support from outside agencies if required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be aware of and consistent with consequences for bullies
- Communicate effectively regarding any anti-bullying work and aspects of anti-bullying with all involved in working with the young person/child including parents, even if you have little to report
- Boost children's/young people self-esteem by praise, compliments and encouragement
- Safeguard all pupils who report bullying

The responsibilities of our pupils

We expect our pupils to:

- Not suffer in silence
- Report any concerns to a member of staff
- Be a good friend to all who need one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour; nor be a bystander - you must walk away and report it
- Tell the truth if asked by a member of staff

The responsibility of parents/carers

We expect our parents and carers to:

- Inform the school of any suspected bullying even if it is not their child via email, phone or face to face
- Co-operate with the school and work together to prevent any long term damage from bullying
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff
- Be sympathetic and supportive towards their child and reassure them
- If your child has been accused of bullying others, work in cooperation with the school

Procedures for dealing with incidents of bullying

- Staff to follow 'Anti-Bullying Procedures' flow chart to ensure all appropriate measures for support/consequences takes place. **See 'Anti-Bullying Procedures' Flowchart**
- Staff to make parents/carers aware of the 'Anti-Bullying Procedures' flow chart and encourage them to follow the procedures.

Raeburn Primary Consequences

A range of consequences will be used when dealing with children who continue to 'bully', some examples (in ascending order) are listed:

- Talk to children- help them to empathise and understand how their 'victim' feels- use a Restorative Justice approach
- Miss a short amount of playtime with class teacher
- Loss of age appropriate privileges
- Miss play/lunchtime with member of SLT or Headteacher

- Internal exclusion- isolation in school from other children with Headteacher or SLT, for a longer period (reported to Governors)
- External suspension

Bullying outside of school premises Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This legislation does not apply to independent schools.

By making good connections throughout the school's community with local residents, transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

Continuous Professional Development

Staff CPD:

- Safeguarding
- Anti-bullying procedures/strategies (in-house)
- Anti- Bullying Alliance

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