

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.

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

Bullying is a harmful act or gesture towards an individual or group. The behaviour is usually repeated over a period of time that can lead to serious harm and stress to the individual and their families.

Forms of bullying

Verbal – name calling, tormenting, threats, Racism, Homophobia, and Transphobia, of a sexual nature or regarding a person's disability.

Physical – Hitting, kicking, spitting, pulling, pushing, biting

Indirect – Spreading rumours, glaring and staring; isolating them from games, writing graffiti notes, refusing to talk to a person.

Cyber/On-line – bullying through social networking, online gaming, text or direct messaging, photo changing software, emails, prank telephone calls, video hosting sites

Links with other school policies

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

Consultation, participation and monitoring process

This policy has been developed through consultation with the school staff, governors, pupils and parents through the Anti-Bullying working group. In order to ensure the effectiveness of the policy, an audit or survey will be conducted annually for pupils, staff, governors and parents/carers and adapted accordingly to meet the needs of the school community; results of surveys will also be published annually.

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

- Awareness raising programmes – through our PHSE curriculum, participating in National Anti-Bullying week, Pathways of Help flow chart and with support from outside agencies
- Whole School anti-bullying display plus child-friendly Anti-bullying Charter in classrooms and toilets. A class 'ideas' box in each classroom for pupils to privately communicate with staff about any issues or worries which is regularly checked.
- Annual questionnaires distributed to children/young people (ensuring they are age appropriate and according to ability of pupil), parents/carers and school staff inc. governors which incorporate questions on the anti-bullying ethos and practice.
- Continue to run an Anti-bullying working party with inclusion from parents/carers, governors and staff.
- Obtaining the views of the school council - at least 2 dedicated Anti-bullying pupil representatives to be nominated onto the school council and report to governors.
- Ensure the schools grounds are safe and pleasant places to relax and play.
- Positive behaviour strategies used across school.

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, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
- 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
- Follow the child-friendly guidance to report bullying

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**
- Pupils to follow the child –friendly guidance
- 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
- 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 exclusion

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 schools 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)

Approved Summer 2020