

Local School Protocols for Anti-Bullying v3

Airmyn Park Primary School



Me in Virtute
Positivity Ambition Respect Kindness

What is Bullying?

There are many definitions of bullying but the DfE found that most have three things in common:

- it is repeated
- it is intended to hurt someone either physically or emotionally
- it is often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Instances of bullying as a serious matter

We recognise that bullying happens in all schools and we try to encourage children or staff to speak out when confronted with a problem, either to a friend, a parent or a member of staff. Staff are also alert to signs that a child is unhappy and may talk sensitively to the child if concerned. If parents find a problem, we would encourage them to share their thoughts in the following ways:

- A discussion with the class teacher around their concern in the first instance
- If a parent was still concerned or felt that the issue was dealt with then they should contact the Head of School and discuss these concerns

Prevention

Our school will clearly communicate a whole-school commitment to addressing bullying and have a clear vision and set of values which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members receive training on identifying and dealing with the different types of bullying.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils.

Pupils deemed vulnerable will meet with their class teacher or other trusted adult at agreed intervals (this could be daily/weekly), where appropriate, to ensure any problems can be actioned quickly. Adults in school will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

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Responding to incidents of bullying when they occur

In addition to the Trust's policy, Airmyn Park Primary School will expect the following:

A child who has been bullied should be encouraged to:

- Report this to a trusted adult in school
- Speak to their class teacher or the school ELSA

All children should be encouraged to:

- Adhere to our school values, in particular respect and kindness
- Be kind to others and inform a member of staff if they experience or observe bullying or bullying behaviour

Members of staff should:

- Listen
- keep records of bullying that is persistent or causes serious distress on Impero
- any incidents of bullying should be discussed with the class teacher when moving classes
- staff working in the classroom should be aware of any incidents of bullying (where appropriate)
- record the type of bullying that is taking place
- where necessary establish close liaison with parents.
- use strategies from the School's Behaviour Policy and Charter
- teach children how to be assertive rather than aggressive or timid
- use stories, poems and discussion to help children understand the issues
- use strategies to raise children's self-esteem. (See Appendix 3)

Parents should:

- encourage children to disclose any anxieties they may have
- listen
- encourage the child to report incidents immediately to the adult who is most able to help
- concentrate on how the child feels rather than the exact details of the incident
- contact the School if the child is unlikely to tell a teacher (Appendix 4)

Bullying that occurs outside of school

At Airmyn Park Primary School, we will do whatever we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- Talk to those involved and fill in a bullying log.
- Contact and inform parents of the disclosure made.
- Conduct circle time, friendship groups and work to resolve the issue,
- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses and in school taxis

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- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Who do I speak to about an incident of bullying?

At Airmyn Park Primary School we recommend you raise a concern about bullying using the flow chart at the end of this document.

Sanctions

If the head of school is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions using a Restorative Approach and warned that there must be no further incidents.

If possible, the head of school will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

The head of school will inform the perpetrator of the type of sanction to be used in this instance.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The designated person will informally monitor the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

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Follow-up support

The progress of both the perpetrator and the victim will be monitored by a designated person. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, monthly, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of school and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to in school ELSA support or (where appropriate) seek support from outside agencies. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the involvement of the pupil's parents and with full consent being obtained.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the head of school and DSL will meet to discuss the use of alternative provision.

Curriculum

Our school's curriculum will be used to:

- raise awareness about bullying and our anti-bullying policy
- increase understanding for victims and help build an anti-bullying ethos
- teach children how to constructively manage their relationships with others

The school's comprehensive PSHCE programme strongly supports an anti-bullying ethos and current affairs, literature and historical events can be chosen to reinforce this.

- Circle time, role-play and stories are used to show what children can do to prevent bullying and to create an anti-bullying climate in school.
- We use school assemblies and collective worship to reinforce our message that bullying will not be tolerated.
- Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis.

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- We make it clear, in the information we give to children and parents when they join our school, that bullying will not be tolerated.

The teaching of Anti Bullying

Antibullying is regularly discussed through the School's PSHE scheme. We also carry out activities during antibullying week, usually linked to the theme set that year.

Record keeping

Our DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. A termly report will be provided to the Trustees and Local Governing Boards. Bullying incidents will be logged on Impero with the victim and perpetrator logged on the incident. This will be reviewed by the DSLs weekly.

The head teacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

