



Orchard Primary School Policy

Headteacher _____

Review Date _____

Signed by _____

Date _____



ORCHARD PRIMARY

Anti-bullying Policy School Mission Statement

Anti-bullying Policy School Mission Statement

Orchard's School Mission Statement is:

- **Aspire to achieve**
- **Believe in yourself**
- **Care for each other**

At Orchard Primary School we have high expectations and standards of all our children, this includes children's behavior. These are **our school values**:

- **Honesty**
- **Respect**
- **Caring**
- **Try your best**
- **Positive attitude**

In addition we have a rolling program of Values over a two year cycle under Values Based Education which forms the basis for PSHE lessons and SMSC each month.

AIMS / VALUES

- We want to create a climate in the school where mutual respect is the norm and bullying behaviour very unusual.
- We are positive at all times and are anxious to be wherever possible preventative.
- We adopt a zero tolerance to all forms of bullying.
- Respecting the dignity of the individual child, whether the victim or perpetrator will guide our response when incidences of bullying have occurred. We will make a distinction between the behaviour of the child and the child themselves.
- Preventing bullying is a responsibility shared by everyone in the school community.

Rights / Legal Framework

School policy and practice in this area shall take cognisance of the legislative and human rights context, which determines our procedures and responses. The rights of the child which are enshrined in the **European Convention on Human Rights** (Human Rights Act 1998) and in the **UN Convention on the Rights of the Child** provide a legislative framework and guidance for our policy and its practical operation. The Education Order (NI) 1998 and Education and Libraries Order (NI) sets out obligations on schools including the promotion of self discipline, the necessity of consulting with parents and pupils and the prevention of all forms of bullying.

A range of statutory and non-statutory guidance materials will guide policies and practices in this area: Some of these are listed below:

- Pastoral Care in Schools: Promoting Good Behaviour (2001)
- DE circular 2003/13
- Pastoral Care in Schools – Child Protection (1999)
- "Bullying - don't suffer in silence" DFES (2002)

Responsibilities

The Head teacher has overall responsibility for pastoral care in the school. **Rev Susan Twynam** is the member of the Board of Governors with particular responsibility in this area. **Mrs Rowntree** is the designated Child Protection Teacher with **Mr Cowley** as deputy. All members of the school community have an obligation to be aware of and to implement the agreed anti bullying policy and procedures and to create a school ethos that engenders good relationships at all levels.

Aims and Objectives of our Anti-bullying Policy

- We believe that all pupils have the right to learn in an environment which is free from intimidation and fear.
- Accordingly, we will work to create an environment within which positive relationships will be fostered and violent behaviour of any sort will be unacceptable.
- Within such an environment, bullying behaviour will not be tolerated.
- Should bullying occur, the needs of victims of bullying will be paramount, and the school will take all reasonable measures to ensure that the situation is resolved and will not reoccur.
- The school will seek to involve and inform parents in all areas of its anti-bullying work.

Links with other School Policies

The anti-bullying policy has links with the school's Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It also forms part of the Behaviour Policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.

PSHE, SMSC, Values Based Education (which includes fundamental British Values) and Circle Time is to be used in the classroom to promote positive values as forum where children can discuss their hopes and fears.

Agreed Definition of Bullying Behaviour

Following consultation with governors, teachers, pupils, parents and ancillary staff, the following definition of bullying behaviour has been agreed:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically, emotionally or mentally.”

This includes

Bullying is an abuse of power that results in distress and pain (physical, mental or emotional) to the victim. It is usually part of a pattern of behaviour rather than an isolated incident. There are three significant factors in bullying:

- 1) a power imbalance in favour of the aggressor*
- 2) a victim who cannot match that power*
- 3) it is repeated often over a period of time*

LSCB agreed definition

Children in our school have described a bully as

“ ... someone who affects a victim over a period of time so they can't enjoy school in the same way that everyone else does because he/she feels intimidated.”

We (stakeholders: Governors, teachers, children) have also agreed that bullying can take many forms:

1. Emotional/ mental

Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, unkind notes) deliberate exclusion of a child from a group, forming 'gangs' to intimidate others.

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| 2. | Physical | pushing, kicking, hitting, punching, spitting or any use of violence. Destroying other people's property. |
| 3. | Verbal | name calling, sarcasm, spreading rumours, teasing |
| 4. | Racist | racial taunts, graffiti, gestures |
| 5. | Sexual | unwanted physical (sexual) contact or sexually abusive Comments, graffiti |
| 6. | Homophobic | teasing people for being gay or for being perceived as gay, calling them anti gay names, even in jest, spreading rumours about people's sexual orientation. |
| 7. | Cyber | making malicious phone calls, letters, e-mails, text messages, Misuse of social networking sites (facebook, twitter etc.) |
| 8. | Faith based | bullying because of religious faith |
| 9. | Disablist | bullying because of disability |

It is not bullying when

Children and young people of a similar age and size find themselves in a conflict. Examples of this include:

- disagreeing
- name calling between two friends (on the odd occasion)
- play fighting
- having an argument or even fighting, without imbalance of power or use of intimidation.

The experience of conflict or disagreement is upsetting for those involved but it is **not bullying**. However unsolved disagreements and failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other.

Positive Outcomes

Orchard Primary School aims to have positive outcomes through:

- Clear guidance and procedures given to children, young people, staff and parents and carers about what to do if bullying occurs.
- Mentoring
- Support groups and referrals to outside agencies for support where needed.

Preventive Strategies

Everyone has the right to be treated with dignity and respect is central to preventative strategies.

Strategies include:

- Staff training to raise awareness regarding bullying behaviour and appropriate management strategies.
- Small group work to develop specific skills e.g. assertiveness, anger management, resilience and conflict resolution.
- Peer support networks, including peer mentoring, playground monitors.
- Supervised active play
- Implementation of 'Social & Emotional Aspects of Learning' (SEAL) used to develop issues around managing feelings, developing empathy and building self esteem.
- Boxes in classrooms for anonymous reporting.

Key activities

Reassure parents and carers and their children that the school does not tolerate bullying behaviour and will intervene positively.

Work innovatively and effectively to reduce and respond to bullying and to signpost appropriate support for victims and perpetrators.

Increase the confidence of both staff and pupils that bullying will not be tolerated and will be responded to effectively by enhancing existing opportunities for training and professional development.

Work of the LSCB to promote & co-ordinate work to combat bullying & discriminatory behaviour.

Ethos and Pastoral Care:

We will seek to be a "listening school", in which pupils are encouraged to express their feelings, fears and concerns. This is facilitated through measures such as Circle Time/ Mentoring and class room box.

We promote and reward positive behaviour through measures such as awards for caring and friendliness. Our School Value Certificates are awarded to children at the weekly Gold Book assemblies and the reasons for awarding these are discussed with the children with the intention of reinforcing our school values of **Honesty, Respect, Caring, Try your best, Positive attitude**. There is also a **Gold Book** assembly held at the end of each half term based on the whole school theme. Certificates are awarded in the Gold Book Assembly to children in each class that have shown attributes that link up with the whole school values. All children and parents are issued with anti bullying leaflets and guidance materials when the school receives these. There is a box in each classroom where children can post a note to seek help if they feel troubled or worried. Bullying is discussed at various times during circle time and whole school assemblies. The views of children are regularly sought. The children complete an annual questionnaire and these are discussed at half termly school council meetings.

Curriculum:

We provide work through Values Based Education including assemblies, displays and follow up work in class. The assemblies are prepared as PowerPoint Presentations and are available to view on the school website.

Playtime provision:

We provide training for teachers, teaching assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying. The whole school behaviour communication system and the Red book provides communication to Senior Leaders which is then followed up. (See Behaviour Policy)

Agreed Code of Conduct for the School Community

Pupils:

Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs. Pupils have a responsibility to treat all other pupils, teachers, other staff and visitors to the school with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report it if they are aware of it occurring.

Parents:

Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs. Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying, which they are aware of.

Teachers and other Staff:

Teachers and other adults in the school community have an entitlement to work in an environment, which is characterised by respect and caring for all. Teachers and other adults in the school community have a responsibility to contribute to the creation of such an environment and to work for the well being of all pupils.

Procedures for dealing with incidences of bullying behaviour, including contact with parents and external agencies

Each case of bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the pupils concerned. All accusations of bullying will be taken seriously. The following steps will be taken:-

DEALING WITH BULLYING

The five step approach

- 1. Be available**
- 2. Investigate**
- 3. Record**
- 4. Respond**
- 5. Follow up**

Reporting of an incident

When a bullying incident is reported, the information will be passed on to the following people:-

- The teacher of any child involved
- Head Teacher /Deputy Head Teacher

Investigation of an incident

This will normally be carried out by either the Head Teacher /Deputy Head Teacher, in co-operation with any class teachers or Teaching Assistants concerned. Pupils involved will be interviewed and a record made of their responses using the school's incident report form. A summary will be recorded in the Bullying Incident Folder/Book. Parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent action.

Agreeing a plan for resolution

Working with the pupils concerned, the Head Teacher /Deputy Head Teacher will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures, which will be provided for the pupils concerned. Any disciplinary action required would use the system of sanctions, which is set out in the school's behaviour policy.

Reviewing the situation

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the Head Teacher /Deputy Head Teacher in co-operation with the other teachers, pupils and parents concerned.

Involvement of other agencies in provision of support

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

Monitoring and Review of the Anti-bullying Policy

Implementation of this policy will be monitored by the Head Teacher /Deputy Head Teacher and designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. This policy will be formally evaluated and reviewed every two years.

Reviewed Summer 2016

To be reviewed Summer 2018