

# *Primrose Hill Primary School*



## **Anti-Bullying Policy**

February 2016  
Review date: Jan 2018

## **Introduction**

**Amanda Aplicano** is responsible for running this policy and developing work around anti-bullying across the school. She is also responsible for the behaviour policy and for supporting children with social, emotional and behavioural needs.

## **Rules**

Our rights are protected by the School's Golden Rules. These are referred to and followed by everyone. At the beginning of each term, there will be a whole school, phase or year group assembly to reiterate expectations.

The Golden Rules are:

- Listen Carefully
- Be Gentle
- Work Hard
- Look After Property
- Be Honest

These rules have been chosen in recognition of a positive and caring ethos that promotes appropriate behaviour and raises self-esteem. To support the Golden Rules, each class must also establish its own rules, routines and expectations, which should be agreed and displayed in the classroom. Unacceptable behaviour must not be tolerated.

## **Responsibilities**

An awareness and understanding of our shared responsibilities guides our actions. All children and adults have a responsibility to act in a way that respects the rights of others and makes our school a better place. Our four, shared responsibilities are:

- Be polite, smile and do something to make others happy.
- Learn something new about yourself and someone else.
- Make a contribution to our school.
- Take care of our environment.

## **Anti-Bullying**

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour, including anti-LGBT. This behaviour can also be communicated remotely, through text messages or other mobile phone apps or via the internet etc.

At Primrose Hill, we aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by:

- teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator
- teaching children strategies for prevention, and
- by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff.

The school's Anti-Bullying Procedures (Appendix B) are monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, disciplinary sanctions may be imposed, even in relation to conduct that takes place outside school premises. If a child is found to abuse their Google Classroom privileges, they may lose their access until their behaviour shows they are ready to use this educational tool in the manner expected.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## **Anti-Bullying Procedures**

### ***Procedural objectives:***

- Create an environment that promotes positive social interaction in all areas of school life.
- Ensure that the anti-bullying message is an integral part of the daily curriculum.
- Encourage children that it is safe to tell and that bullying 'feeds on silence'.
- Help children understand the consequences of their actions.
- Encourage parents to reinforce this message.
- Record all bullying incidents.
- Communicate appropriately with staff and parents concerned.

### ***The Senior Leadership Team will:***

- Reinforce and model the Golden Rules and use the reward system as stated in the Behaviour Policy.
- Use assemblies to raise awareness of anti-bullying and reiterate the message that it will not be tolerated in our school.
- Support staff by following up reported incidences.
- Communicate with parents on a regular basis about how the School prevents and deals with bullying.
- Follow up incidents to check bullying has not started again:
  - two weeks after report
  - the following half term

### ***The Class teachers will:***

- Reinforce and model the Golden Rules and use the reward system as stated in the Behaviour Policy.
- Provide a weekly forum in class for discussion using Circle Time.
- Use the Social Emotional Behaviour skills programme to teach PHSE.
- Report all incidents of bullying by:
  - investigating as soon as possible
  - recording all details
  - making sure all statements are taken
  - informing Amanda or, if unavailable, a member of the Senior Leadership Team.

**Support and lunchtime staff will:**

- Reinforce and model the Golden Rules and use the reward system as stated in the Behaviour Policy.
- Report all incidents of bullying to Amanda or a member of the Senior Leadership Team.
- Fill in a Behaviour Slip straight away.

**We expect pupils to:**

- Follow the Golden Rules.
- Report any incident of bullying happening to them or to others to an adult in or out of school.

**Sanctions can include any or all of the following:**

- Reporting to parents.
- Removal of privileges.
- Internal exclusion.
- Fixed term exclusion.
- Permanent exclusion.

**Interventions:**

- Anti-bullying week is held in school every November in order to raise staff, pupil and parent awareness, revisit key messages and show our support for wider work.
- Circle Time provides a weekly forum for discussion around the subjects of bullying, friendship and respect through the SEAL (Social and Emotional Aspects of Learning) materials.
- A range of activities and games are provided during lunchtime play, which are managed by lunchtime supervisors. In addition to ensuring pupils have opportunity to engage in positive play, activities provide opportunity for staff to teach social skills and reinforce positive behaviour.
- The Friendship Squad provides members with the opportunity to make a positive contribution to their peers' break-time experiences. Members of the Squad look out for children who are left out or upset and then help them find others to play with, or support them to find solutions to their problems.
- Lunch Club, targeting 'vulnerable' children, is run by two members of staff to teach turn-taking and social awareness skills.
- Adults working one-to-one with children on a range of intervention or support.

### **Monitoring:**

- These procedures are revisited at regular intervals by the Inclusion Leadership Team as a whole, and the School's Governing Board, particularly the Safeguarding Governor. These people ensure effective implementation by:
  - checking the incident forms and other record-keeping;
  - ensuring all staff are aware of procedures;
  - consulting with pupils and parents.

### **Disseminating the policy**

This Anti-Bullying Policy is available:

- on the School website;
- as a paper copy from the School office;
- as part of induction for new staff;

We ensure that the whole school community knows about the policy through the School newsletter, assemblies, staff meetings and other communications.

## STAFF ADVICE

If Bullying is suspected:

- Talk to the suspected victim, the child suspected of exhibiting bullying behaviour and any witnesses, to clarify what has happened.
- Talk to the child to discover why they acted in the way that they did. Make it clear that bullying is not tolerated at our school.
- If the suspected perpetrator owns up then the sanctions outlined in the Behaviour Policy will be applied and the parents/carers of the perpetrator will be seen by the Leader of Learning for children with SEBN or the Head Teacher
- Record incidents of bullying in the schools CII database.
- If it is clear that the child is not being honest, apply sanctions and record as before.
- If there is uncertainty create a monitoring log and alert the Leader of Learning for children with SEBN and any other appropriate staff.
- The Leader of Learning for children with SEBN will continue monitoring the situation to ensure no repetition. Record follow-up findings in the CII database.
- Attempts will be made to help the child or children exhibiting bullying behaviours to change their behaviour. Where necessary other professionals will be asked to work with the class group or individual children.
- Discuss bullying issues regularly as part of your class's PSHE and SEAL Curriculum and in response to any significant incidents involving a child or children in their class.

## PARENT/CARER ADVICE

We Advise Parents/Carers to:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see an appropriate member of staff.
- Explain to the member of staff the problems your child is experiencing.

If Parents/Carers need more support we advise them to:

- Check with the school's behaviour policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head Teacher.

If you have any further questions don't hesitate to contact the school.

# Primrose Hill Primary School Anti – Bullying Guidelines



## A Guide for Pupils, Parents/ Carers and Members of Staff

At Primrose Hill we believe that all pupils have a right to learn in a supportive, caring and safe environment, without the fear of being bullied. We promote high standards of behaviour. It is made clear that bullying is a form of anti-social behaviour; it is wrong and will not be tolerated.

We recognise that bullying may occur in the school at some time. We do not tolerate bullying, abuse or harassment of any kind.

## **We Believe**

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that in order to achieve this, children have the right to be educated in an environment where they feel valued, respected and safe; including freedom from bullying/harassment, cyber-bullying, prejudice bullying related to special educational needs, sexual orientation, gender, race or religion.

Bullying deprives pupils of this right and denies access to the full curriculum. We believe that pupils who suffer regular, on-going bullying cannot achieve their full academic or social potential.

## **Our Aim Is To**

- Ensure pupils understand what bullying is.
- Ensure pupils feel safe enough to report incidents of bullying concerning themselves or others.
- Ensure that we support and guide the perpetrators of bullying, so that they understand the implications of their actions.
- Ensure that parents feel safe and are encouraged to discuss their concerns with all staff.
- Ensure that staff feel supported in dealing with incidents of bullying.
- Ensure that all adults feel safe in discussing bullying with other adults within the school community and feel assured that action will be taken to deal with incidents.

## **What is Bullying?**

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

At Primrose Hill we devote a great deal of time, resources and energy into ensuring that bullying is prevented. The following list gives examples of a few of our preventative strategies:

- Promoting positive behaviour through our Primrose Hill Passport, in which children can earn stamps for acting responsibly.
- A high ratio of adults at break-times in order to monitor the children's behaviour.
- A Friendship squad to facilitate games, play and positive interaction during break-times.
- Adhering to and promoting our Golden Rules and classroom rules which embody a positive attitude and ethos in our school.
- Stars of The Week are nominated each Friday by the class teachers to highlight and reward children who always make good choices.
- Anti-Bullying Week.

## **Support for those exhibiting Bullying Behaviour**

The school recognises the need to address the underlying needs of those children who exhibit bullying behaviour, rather than simply excluding them. As part of this support, parents are to be informed and specific interventions and meetings are set up to foster positive behaviour.

However, in accordance with the school behaviour policy, if bullying persists, the school exclusion policy will be adhered to.

We teach children to use the following strategies:

## **PUPIL ADVICE**

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Be assertive – say NO! Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- It is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with children exhibiting bullying behaviour in a way which will end the bullying and will not make things worse for you.
- TELL your parents or carers or somebody that you can trust.



