



Anti-bullying Policy

November 2017

Rationale

At Sonning Common Primary School, we firmly believe that every child in our care has the right to feel safe, secure and happy in school and in all school activities. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping children with strategies for dealing with bullying should they encounter it.

Aims

Through increasing awareness of bullying, we aim to:

- provide a safe environment for our children, where they feel secure, confident and happy
- reduce the incidence of bullying in school
- improve the children's ability to recognise forms of bullying
- equip children with strategies to deal with bullying (whichever role they may play in bullying situations)

Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively; that children feel safe to learn; and that children abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹

Definition of bullying²

Bullying is **"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"**.

- Deliberately hurtful
- Ongoing (it is not the same as random unprovoked aggressive acts)
- Unequal and difficult to counteract by the person being bullied (it involves a power imbalance – this can result from size, number, status or as a result of having access to limited resources)
- Can be indirect or direct
 - physical (e.g. hitting or kicking)
 - verbal (e.g. abuse or name-calling)
 - non-verbal (e.g. gestures and looks)
 - psychological (e.g. excluding or threats)

Bullying includes: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

¹ Adapted from Bullying – A Charter for Action, DCSF

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

We recognise the specific guises and problems associated with cyber-bullying and teach our children how to stay safe. We provide information for parents on the nature and risks of cyber-bullying and on how to help protect and inform their children.

Forms of bullying covered by this Policy

People are bullied for a variety of reasons. Bullying can happen to anyone.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

This policy also covers the bullying of school staff, by children, parents or other staff.

There is no hierarchy of bullying and no form of bullying is tolerated at Sonning Common Primary School. We are a **TELLING** school: we encourage and support all members of our school community to report bullying and are committed to finding solutions that work.

Our Whole School Approach

The Sonning Common Primary School approach to tackling bullying is both preventative and reactive.

We use the SEAL materials and approach to develop self-awareness, personal management of feelings, motivation, empathy and social skills in all our children. We actively teach children strategies for developing behavioural skills which create positive relationships and the necessary skills for identifying and coping with potential bullying behaviour. (see Behaviour Policy). Our work using the Say No to Bullying theme focuses specifically on the bullying that sometimes happens between children, on the feelings involved and on the varied roles that people take on within bullying situations; the person(s) displaying bullying behaviour, the person(s) being bullied and the 'witnesses' or by-standers.

Our whole school ethos both within and outside of classrooms is one based on respect and consideration for all, listening to our own and others' feelings, and a strong behavioural code developed and continually reviewed by our whole school community.

As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers who give positive feedback to the bully, perhaps by smiling or laughing.

- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying.

Identifying and responding to bullying

We:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Are pro-active in early identification of pupils who may be at risk
- Use data e.g. deteriorating attendance, poor punctuality, lack of progress and diminishing achievement as potential indicators of vulnerability to, or suffering from bullying
- Consider emotional, behavioural and physical problems as potential signs of bullying.
- Actively provide systematic opportunities to develop children's social and emotional skills, including their resilience
- Consider opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- Train all staff to identify bullying and follow anti-bullying policy and procedures.
- Carefully select appropriate strategies and external support where this is needed (see Safeguarding Policy)

Dealing with bullying incidents

For children who experience bullying behaviour

- Designated people to report to
 - 1) nearest adult
 - 2) class teacher
 - 3) Learning mentor
- Talk to the headteacher or another member of staff of their choice about their experiences
- Immediate steps to ensure they feel safe again e.g. additional focused circle time
- A meeting between the child's teacher and/or headteacher and the child's parents to discuss what has happened and agree a programme of support (follow-up discussions planned)
- Support with Learning Mentor - 1:1 discussion and activities to rebuild self-esteem, confidence and resilience
- Individual/small group work with learning mentor to practise positive strategies that might reduce the occurrence of bullying

For children who engage in bullying behaviour

- A meeting between the headteacher and the child's parents to discuss what has happened and agree a programme of support (follow-up discussions planned)
- Talk with class teacher/learning mentor about what has happened
- Individual/small group work with Learning Mentor to reflect on their behaviour and help them to face up to the harm they have caused
- Individual/small group work with Learning Mentor to support the development of social and emotional skills and behaviour

- Individual/small group work with Learning Mentor to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.

For parents / carers

- Assurance that Sonning Common Primary School does not tolerate bullying and that the school systems will deal with the bullying in a way that protects their child.
- Clear communication from school about the activities and programmes undertaken with their child
- Awareness of the procedures to use if they are concerned their child is being bullied or engaged in bullying behaviour

For the headteacher, governors and other school staff

We:

- Promote a school climate where bullying and violence are not tolerated and cannot flourish
- Continually develop best practice based on knowledge of what works
- Use cross curricular opportunities to address bullying
- Are clear about roles and responsibilities in preventing and responding to bullying
- Are aware of the importance of modelling positive relationships

Involvement of children

We:

- Regularly canvass children's views on the extent and nature of bullying
- Ensure children know how to express worries and anxieties about bullying
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve all children in ongoing anti-bullying awareness and campaigns in schools
- Involve all children in reviewing and developing anti-bullying work and policy.
- Publicise the details of helplines and websites
- Offer support to children who have been bullied
- Work with children who have been bullying in order to address the problems they have

Liaison with parents and carers

We will ensure that parents/carers:

- Know whom to contact if they are worried about bullying
- Know about our complaints procedure and how to use it effectively
- Know where to access independent advice about bullying
- Are canvassed by the school to review our anti-bullying work and policy.

Links with other school policies

This Policy links with many other school policies including:

- Complaints policy
- Behaviour Policy
- Confidentiality Policy

Dissemination

The Policy is available on the school web site and a paper copy is held in the main school admin office. A short summary will be included in the school prospectus. The policy and schemes of work will be available on request to parents, LA, OFSTED and others working for the school, through the Head teacher.

Reviewing the Policy

This policy will be reviewed annually by the Head teacher and monitored by the Link Governor changes made to ensure that the Policy is relevant and up to date.