



Roundwood Primary School

Anti-Bullying Policy

Name of Policy	Anti-Bullying Policy
Date of last review	Autumn 2023
Date of next review	Autumn 2026*
Governing Body Committee Responsible	School Improvement
Member of Staff responsible	Headteacher

Introduction

At Roundwood we believe all pupils have the right to be safe and happy in school. We believe that bullying is unacceptable and are committed to challenging bullying effectively to ensure the safety and happiness of our pupils.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. (Preventing and Tackling Bullying, 2017 DfE)

We value the quality of kindness and work to build effective and positive relationships with all pupils. The inclusive nature of our setting values all pupils as individuals and high standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach.

We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries
- intervention programmes as appropriate

At Roundwood Primary School we base our approach on the fact that:

**‘Equality does not mean giving every child the same...
it means giving every child what they need.’**

At Roundwood Primary School we:

- Promote pro-social behaviour - looking after ourselves and each other, being helpful, being productive, having self-discipline and respect for others;
- Focus on a therapeutic approach to behaviour management;
- Provide an inclusive setting that promotes equality of opportunity so that all children are given what they need to help them to learn how to engage in pro-social behaviours;
- Understand that all staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding that all behaviour is a form of communication;
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. All staff are given Therapeutic Thinking Hertfordshire Steps training which is refreshed annually. We expect all staff to follow the therapeutic approach.

At Roundwood Primary School we recognise and understand the importance of the behaviour strategies we employ. We understand the need to stand back and ANALYSE NOT PERSONALISE behaviours. We realise that once we look for explanations we will be able to choose strategies or interventions to help the child understand how to engage in prosocial behaviours.

We promote the teaching of behaviour through:

- Building positive relationships with pupils
- Role modelling the behaviour we expect from children
- Creating and agreeing clear class rules with the children at the beginning of each year
- Consistency across all members of staff
- The use of agreed scripts
- The use of positive phrasing with pupils
- Teaching pupils about Zones of Regulation
- Planning proactively how to teach prosocial behaviour
- Rewarding pupils’ choices and giving positive reinforcement as well as clear consequences
- Providing comfort and forgiveness to pupils when better choices could have been made

(See the school's Behaviour Policy for more information)

Aims of the Anti-Bullying policy

- to make it clear to all members of the school community that all forms of bullying are wrong;
- for all members of the school community to be alert to signs of bullying;
- to make it clear to all members of the school community that they have a responsibility to report incidents of bullying to a member of staff, trusted adult or friend whether as a victim or observer;
- to ensure that any incidents of bullying are dealt with swiftly, efficiently, and fairly.

Definition of bullying

Bullying behaviour may include:

- Physical: (e.g. hitting, kicking, pushing or vandalism of equipment)
- Verbal: (e.g. name-calling, personal insults,)
- Emotional: (e.g. isolating and excluding pupils, spreading rumours)
- Cyber: (All areas of the Internet, e.g. social media, email, Internet chat room misuse, online games, mobile phone threats by text messaging or calls.)
- Sexual: (unwanted physical contact or sexually abusive comments)
- LGBT+: (because of, or focussing on the issue of sexuality)
- Gender: (because of, or focussing on the issue of gender)
- Religious: (negative stereotyping or name calling based on religion)
- Racist: (racial taunts, graffiti, gestures)
- Ageist: (because of, or focussing on the issue of age)

The School council agreed on the following definition of bullying:

Bullying is purposefully and repeatedly being unkind towards an individual or a group of people. It can make those people feel upset, intimidated or scared.

There are many different types of bullying such as emotional – such as teasing, goading, whispering, laughing at, name-calling, excluding, ignoring, humiliating, blackmailing, peer pressure and saying hurtful or unkind things about that individual.

It can also be physical such as kicking, hitting, punching, pushing, spitting, slapping and pinching.

Bullying can happen through electronic devices and using the internet, this is called cyber bullying. Ways in which cyber bullying can happen are: texting, phoning, emailing, through gaming devices and apps, trolling, from others using real or fake social media profiles or when people post pictures without permission.

It is important to know that bullying is unacceptable under any circumstances.

Other behaviours which are unacceptable and can be classed as bullying and discrimination include unkind comments aimed at someone for being different because of the way they look, their religious beliefs, sexuality, gender, age or colour of their skin.

As a School Council, we believe that the school helps to educate us to be kind and rewards positive, thoughtful behaviour. We know that there can be good or bad consequences as a result of our actions or behaviour.

We would advise children who may experience bullying to talk to a friend and trusted adult such as their parents, other family members or teachers. If you see someone else being bullied, we recommend you tell an adult and, if it is safe to do so, help the individual even if they are not your friend.

The DfES defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text

messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE 2017)

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that the bullying policy is upheld throughout the school and to ensure that all members of the school community adhere to it and understand how to deal with incidents of bullying. It is the responsibility of the Headteacher to ensure that the schools' sanction system is adhered to. The Headteacher reports to the full Governing Body incidents of bullying termly. The Headteacher has the responsibility for giving fixed-term or permanent suspensions or exclusions to individual children following the DfES and Hertfordshire guidelines.

By establishing an environment where pupils feel cared for, understood and respected, the Headteacher fosters a culture of kindness within the community, where instances of bullying are rare.

The Role of the School Community

The school community is made up of teaching and non-teaching staff, pupils, governors and parents.

Teaching and non-teaching staff are required to:

- act as positive role models
- provide a safe and secure environment where all pupils can learn without anxiety in the knowledge that measures are in place to reduce the likelihood of bullying.
- listen to all pupils involved in bullying, keeping records of bullying incidents that occur and informing the Headteacher
- deal with incidents of bullying in line with the school's Behaviour Policy
- provide support, when appropriate, for any children involved in a bullying incident
- develop a supportive ethos within school where pupils feel empowered to report incidents of bullying that involve them, their peers or those that they observe
- provide both discrete (in response to isolated incidents) and planned opportunities (as part of the P.H.S.E. curriculum) to teach pupils strategies for dealing with bullying incidents and develop attitudes which promote responsibility. Pupils should be encouraged to follow strategies for reducing bullying
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied.
- If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future
- If a child is repeatedly involved in bullying other children, we inform the Headteacher and the SENCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as social services.
- Teachers receive training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers support all children in their class and seek to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying

Pupils are required to:

- follow the school's motto of: To Learn - To Live - Together, valuing themselves as individuals, taking responsibility for their actions and demonstrating the school's core values of co-operation, honesty, respect and kindness
- adhere to the terms of their class charter
- report incidents of bullying they witness

- be supportive of their peers, both from their own year group and others and be on the lookout for any behaviour or actions which are deemed to be unkind, challenging them where appropriate or informing an adult

Governors are required to:

- monitor the records of bullying incidents that are kept by the Headteacher
- monitor the effectiveness of the bullying policy
- receive termly updates from the Headteacher about incidents of bullying
- support the Headteacher and staff in implementing the Anti Bullying Policy

The Governing Body fully supports the school in its endeavours to eliminate and prevent bullying at Roundwood Primary School. Any alleged bullying that does occur will be taken seriously, investigated fully and if substantiated, appropriate action will be taken. If a parent is dissatisfied with the way the school has dealt with an incident of bullying, the Chair of Governors may be asked to investigate and the parent may approach the Governing Body directly. In these circumstances, the Governors will inform the Headteacher, requesting that an investigation takes place within 20 days and then the Governors will respond to the parent.

Contact: David Pendlebury or Kamru Miah – Chair of Governors

Pupils who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a member of staff of their choice
- being listened to, respected and taken seriously
- being offered continuous support
- receiving support to restore self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and by being given the opportunity to change their behaviour
- informing parents or guardians to help change the attitude of the pupil

Why children sometimes bully:

Children sometimes bully others because:

- they don't know it's wrong
- they're copying older people whom they admire
- they haven't learnt other, better ways of mixing with school friends
- their friends encourage them
- they're going through a difficult time and acting out their emotions

The Role of the Parent

Parental support is one of the keys to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and we would want to build on this. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

How can you help the school deal with bullying?

Parents have an important role to play in helping us deal with bullying. Among the things parents can do include:

- encouraging your child to be a responsible member of the school community, acting within the boundaries of the School Values;
- contact the school through your child's class teacher in the first instance if you have concerns;
- talking with your child about our school's Anti-Bullying strategy – check their understanding of the term bullying;

- be alert to differences in your child's behaviour - parents and families are often the first to notice something is wrong;
- watch out for signs that your child is being bullied, or bullying others;
- don't dismiss your instincts or the situation;
- discouraging your child from using bullying at home or elsewhere;
- showing them how to resolve difficult situations without using violence or aggression.

If your child is being or has been bullied:

- reassure your child that they have done the right thing by telling you;
- calmly talk with your child about the experience;
- make a note of what they say, particularly: who was involved, where it happened, what happened and how often it has happened;
- tell your child that if it happens again they should tell a teacher immediately;
- make an appointment to see your child's teacher;
- explain the problems your child is having to the teacher.

When talking with teachers about bullying:

- try to stay calm;
- bear in mind that the teacher may not know your child has been bullied; may have heard a different version of what happened;
- be as specific as possible about what happened and give dates, places and names of other children involved;
- ask if there is anything you can do to help your child or the school;
- stay in touch with the school; let them know if things improve as well as if problems continue.

What to do if your child is bullying other children

Many children may be involved in bullying other children at some time or other. Often parents are not aware that their child is involved in bullying.

If you feel that your child is bullying others:

- talk with your child;
- tell them that what they are doing is unacceptable and making other children unhappy;
- make an appointment to see your child's teacher and explain the problems your child is experiencing;
- discuss with the teacher how you and the school can stop them bullying;
- regularly check with your child how things are going at school;
- give your child lots of praise and encouragement when they are co-operative or kind to other people;
- show your child how they can join in with other children without bullying;
- discourage other family members from bullying behaviour or from using aggression or force to get what they want.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health, therefore all staff, should be alert to the effect any form of bullying can have and be mindful of the groups of pupils who may, because of their needs or circumstances be more vulnerable to bullying, taking the necessary measures to prevent it from happening.

For example, it is possible that some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves, or example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. In some instances, the child themselves might not be aware they are the victim of bullying and it is the duty of all members of the school community to be alert to this factor and act accordingly.

At Roundwood Primary, pupils are taught to understand and be responsive to the needs of others. The school follows a therapeutic approach to behaviour management and our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. (Full details can be found in Part 1 of Keeping Children Safe in Education.)

What measures are taken at Roundwood Primary to prevent bullying?

- PHSE / Life skills lessons support pupils to learn effective ways to communicate; how to be a good friend and how to respond when witnessing incidents of bullying or unkind behaviours
- Assemblies are used to promote the school's motto and values and all staff in school act as role models for pupils, exemplifying the behaviour we expect to see from the children
- Raising pupil awareness through whole school events such as Anti- Bullying week
- Collecting and analysing pupil voice
- Fostering a culture of positive behaviour and respect
- Nurture groups for vulnerable children
- The School Council are involved in an annual review of the school definition of the term bullying to ensure all stakeholders understand its meaning
- Pupils are taught Zones of Regulation to support them to manage their own emotions and to support them to understand the emotions of others