



Hutton Rudby Primary School

Anti-Bullying Policy

Rationale

We endeavour to encourage in Hutton Rudby Primary School an atmosphere of tolerance and respect.

The effects of bullying can be serious particularly a loss of self-esteem or increasing nervousness. It is essential that incidents are dealt with quickly, sympathetically and effectively.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report bullying in school and report any incidents to a responsible adult. Children who witness or hear about bullying are also encouraged to share incidents with a responsible adult.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Bullying behaviour must be challenged to ensure:

- 1 The safety and happiness of the pupils
- 2 Educational achievement and emotional strength
- 3 Positive behaviours from all
- 4 Our reputation as an effective, caring school

Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
 - To take positive action to prevent bullying from occurring through our work in assemblies, circle time, PSHEe, school council, in curriculum and non-curriculum times in school.
 - To show commitment to overcoming bullying by taking all incidents seriously and following positive behaviour management principles (see our Behaviour Policy).
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- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
 - To make staff aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

Our Anti-Bullying Policy will build upon our Behaviour Policy. The Anti - Bullying Policy will provide a framework within which any actions against bullying can be implemented and their effectiveness reviewed.

Bullying is unacceptable and no child should be subjected to it.

Procedures

All reports of bullying are to be taken seriously and should be investigated.

All members of the school community (parents, staff, Governors, friends) have the responsibility of speaking out against bullying on every possible occasion.

The following steps should be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

- A clear account of the incident will be recorded in class behaviour books and given to the Headteacher
- The Headteacher will take further action if required.
- Parents will be kept informed.
- Class teachers will be kept informed.
- Sanctions will be used as appropriate.
- Incident report forms will be used if required.
- All incidents will be logged onto C Poms.

The majority of pupils in school may not be involved in bullying behaviour, but they are likely to know it is happening. It therefore becomes a collective responsibility.

When bullying situations arise in school, families are often the first to detect that a problem exists. Working with parents and sharing information and plans is the way forward, constructive help must be given to the bully and the bullied. Parental support is vital to tackling the problem.

Children must have the confidence to report any incidence of bullying to a trusted adult, knowing that he/she will be listened to and taken seriously. The child should be told who their main point of contact is; usually this will be the class teacher. The matter then will be drawn to the attention of the Headteacher or Assistant Headteacher in her absence. Through being open about bullying through teaching, assemblies and theme week's children will be encouraged to speak out and seek help.

When a concern has been identified, records need to be taken:

- How frequently has the pupil been bullied?
- In what ways have they been bullied?
- How often have they been bullied?
- Where does bullying take place?
- Who do they tell when they have been bullied?
- What action has been taken and by whom?
- What systems can be put in place for the future?

A good relationship is needed between the interviewer and the child. The interview should be carried out in private. Making contemporaneous notes is useful. A trusted adult will discuss with a child how and in what way the adult will use any information disclosed. Some children are prepared to write about personal bullying experiences in an anonymous questionnaire, but not to talk about it even in one-to-one interviews.

Method of Shared Concern

1. This method starts with a series of brief individual talks with each pupil involved, in a room that is quiet and where there will be no interruptions.
2. The pupil/s doing the bullying are seen first. The talks are non-confrontational, the premise is that there is a problem — it has been witnessed by others that the bullied pupil is unhappy and has experienced bullying. The teacher follows a calm, firm approach with each pupil. Restorative practice principles are followed.
3. An interview with the bullied pupil then follows. This establishes facts, is supportive and restorative.
4. The situation should be monitored daily by *all* staff and any incidents logged on Cpoms.

Pupils who are being bullied need to be introduced to strategies to cope with their situation:

- Who their first point of contact is
- How to respond to situations
- How to boost their self-esteem
- How to remain calm in stressful situations.

Outside the Classroom

The teachers and midday supervisors work together and communicate on incidents. Children are monitored in lessons, and in non-curriculum areas such as the hall and playground.

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience
- Being taken seriously
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have carried out the bullying will be supported by:

- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Teaching them more appropriate forms of behaviour.
- Being asked to fill in a 'Behaviour Change Plan. What happened... what I would like to have happened... what I will do next time'
- Informing parents or guardians

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Staff Responsibilities

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate as fully as possible.
- To take appropriate action, or refer the matter to the Headteacher for further action.
- To record and inform parents of bullying incidents.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying. These may include the Behaviour Report, use of Circle of Friends, Circle Time, PSHCE, Befrienders etc.
- To foster by example the values we as a school believe in.
- To promote the use of interventions which are least intrusive and most effective.
- To record incidents of bullying in class behaviour books.
- To retain records for monitoring purposes.

Each incident needs to be investigated, using the method of shared concern.

Serious incidents will be communicated to the Governors.

The school and Governing Body retain the right, as the final resort, to suspend and, if necessary, exclude a child who does not respond to efforts to rectify his/her anti-social behaviour and hence continues to present a danger to other children.

Monitoring, Evaluation and Review

The school will review this policy regularly and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.

Review September 2024

Matthew Kelly – Headteacher – *M.Kelly*

Katherine Howell – Chair of Governors – *K.Howell*