Grange Primary School

Anti-bullying Policy

Our school will be a safe and happy place where all can flourish and learn through shared values, mutual respect and enriching experiences, encouraging everyone to be the best that they can be.

Together we make a difference.

This policy was reviewed and amended following Anti-Bullying Week in November 2022 in consultation with all pupils . This consultation was informed by pupil discussions and the analysis of bullying questionnaires completed by every child in the school.

Statement of Principle

At Grange Primary School, we are committed to providing a safe and happy environment for all children, which encourages mutual respect and high expectations of behaviour. It is our aim to promote respectful behaviour and tackle prejudicial bullying, for example race/nationality, faith, LGBT, SEND or sexist bullying and cyber bullying.

We aim to promote this through a carefully designed curriculum which educates and informs pupils about respect, kindness and valuing difference; through adult modelled behaviour and clear expectations of pupils behaviour; through an inclusive environment which promotes diversity and equality and through a robust and consistent response to all incidents of bullying.

We take all incidents of bullying seriously and outline in this policy the steps we take to prevent and deal with any bullying incidents that may occur.

This policy should be read in conjunction with the following policies:
Positive Behaviour Management Policy,
Single Equalities Policy,
SEN policy
Safeguarding Policy Portfolio.

UNICEF Rights Respecting School

Our school is a UNICEF Rights Respecting School, and as such our policies also reflect the UN Convention on the Rights of the Child. Therefore the following Articles are particularly relevant to this policy.

Article 12
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.
Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.
Article 29
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 30
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

<u>What is bullying?</u>

The DfE says:

Bullying - a definition
There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
-

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

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

In our school, we remember this by saying **STOP Bullying:**

Several **T**imes **O**n **P**urpose

Bullying can take many forms, including, but not limited to:
- Physical bullying
- Verbal / emotional bullying
- Cyberbullying
- Racist bullying
- Homophobic bullying
- Gender-based bullying

It is important that we all understand that bullying is not the arguments that will occasionally happen between children (e.g. friendship issues or one-off incidents) – it is a normal part of children's development to learn how to cope with these social situations, with the support of adults in school and at home.

In school, we understand the difference between rude, mean and bullying behaviour.

Rude	Mean	Bullying
• Unintentional • Hurtful • One-off	• Intentional • Hurtful • One-off	• Intentional • Hurtful • Happens more than once, even when you ask them to stop or show that you're upset

Strategies for preventing bullying

At Grange Primary, we have a strong focus on tackling bullying through pro-active and preventative practices. We promote and reward positive behaviour, which is detailed in our behaviour management policy in order to create a safe and caring ethos where children include and support one another.

We use a range of strategies to prevent bullying, including the following:

Through an inclusive environment and ethos:
- Anti-bullying policy
- Strong relationships between adults and staff to build trust
- Clear reference to anti-bullying in staff induction & cpd
- Logs of behaviour incidents
- Bullying Questionnaires
- Support from external agencies e.g. Police
- Clear communication with parents

Through our curriculum
- PSHE curriculum embedded throughout the school – including the Rights Respecting agenda and recognition of national and international celebration events
- Regular review of curriculum content and resources to ensure promotion of diversity and inclusion

- Circle time and role play activities
- Online Safety teaching embedded in Computing curriculum

Keeping the profile on anti-bullying high
- Assemblies – parents invited
- Agreed class charters
- Regular anti-bullying weeks
- Internet Safety Days - parents invited
- Parent section on school website, providing information and advice
- Annual Health & Wellbeing Days

Empowering pupils
- House Captains
- Y6 & Y5 Playleaders
- Rights Respecting council to promote pupil voice
- Pupil consultation & questionnaires
- Online Whisper button for pupils to report concerns

Rapid Response
- 1:1 and small group pastoral support – for example, focusing on self-regulation, respect, positive self-regard
- Visible pastoral presence and regular support sessions
- Inclusion team to meet the needs of vulnerable children
- LIPs boxes (worry boxes)
- Regular monitoring and follow up of responses to questionnaires
- SLT response to online reporting
- Restorative approaches

Dealing with incidents of bullying

Any incidents or allegations of bullying are taken seriously and dealt with consistently by school staff in line with our positive behaviour management policy.

Children are encouraged to report any concerns to an adult and we work hard to build trust between staff and children, so that they are confident to approach any adult in school.

Class teachers keep a running log of any low level patterns in behaviour and review this on a regular basis. More serious behaviour incidents are recorded on the school's CPOMs system and passed to senior members of staff, who may contact parents and / or discuss support that may be required through a Pastoral Support Plan or with the help of the pastoral support team or external agencies as appropriate.

Parents are also encouraged to report any concerns to the school and the member of staff involved would complete a parent concern form to log the conversation and any resulting actions. These are then stored in the child's file for future reference.

There are a range of actions (for both victim and bully) that we may take to tackle bullying behaviour, including:

- Discussion between both parties
- Parental involvement
- Opportunities for restorative justice
- Sanctions and removal of privileges in line with behaviour policy
- Pastoral support plan and/or intervention programme
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

<u>Bullying which takes place outside school</u>
Any bullying which takes place outside of school is reported to teachers, it should be acted upon. This includes cyber-bullying. In some cases, where schools cannot control or should take responsibility, parents will be signposted to external support or agencies such as local police services.

Reporting, Recording & Monitoring

All allegations of bullying are reported to SLT and investigated under their direction. A record of the allegation, investigation, outcome and response is kept on the school's secure system and then aggregated into a termly report for governors.

The governors and headteacher monitor any trends, patterns and practices linked to preventative and re-active responses to bullying.

Roles & Responsibilities

The governors have oversight through policy approval and through their interrogation of information about bullying an behaviour incidents which are provided on a termly basis.

The headteacher maintains overall responsibility for managing behaviour in school and for making decisions about the nature of the sanctions for bullying-related incidents.

The effectiveness of this policy is monitored on an on-going basis by the Headteacher and approved by the Governing body.

All paid education support staff have a responsibility to deal with incidents of bullying that occur off the school premises. When these are reported to the school, they should be investigated and acted upon. As a result of any investigation, school may:

- Apply any of the support of sanctions detailed above
- Contact another school if the victim or bully is not a member of our school
- Contact the parent (or advise the other school to do so)
- Contact the police

Grange Primary School Complaints Procedure is available from the school office or on the school website at www.grange.lancs.sch.uk

Policy updated: Jan 23
Policy approved by Governors: 6 February 2023
Policy to be reviewed every two years or earlier if required