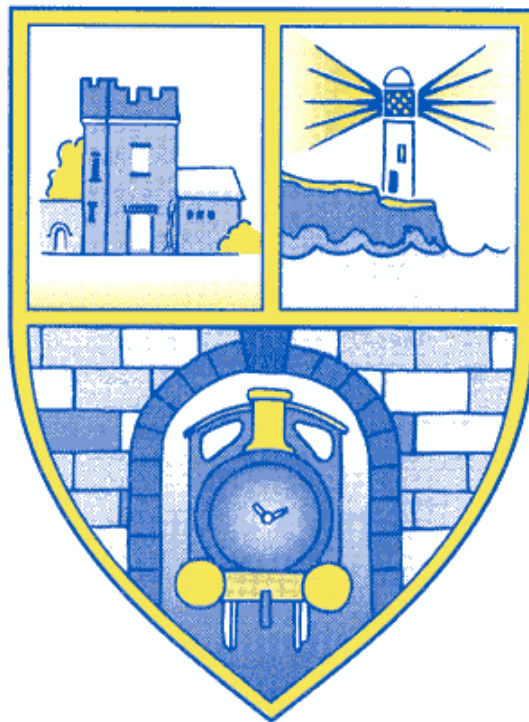


# Whitehead Primary School and Nursery Unit

*“Learning & Growing Together”*



## Anti-Bullying Policy

## **INTRODUCTION**

Whitehead Primary School is committed to creating and maintaining a safe and secure environment for all our pupils. Bullying is an unacceptable form of behaviour which can cause profound emotional and physical harm. Whitehead Primary actively promotes positive interpersonal relationships between all members of the school community.

Our school community shares in the responsibility of promoting an anti-bullying culture and in dealing effectively with bullying behaviour when it does occur.

The incidence of bullying behaviour will be much less likely where all members of the school community - teachers, pupils, parents and ancillary staff - co-operate in promoting an atmosphere in which all forms of bullying behaviour are rejected.

The primary aim of this policy is to a) protect the victim and b) change the behaviour of the bully. Bullying behaviour will be dealt with by using positive behaviour management to promote an ethos of harmony and mutual respect.

This policy is closely linked with the school's policies on Pastoral Care, Child Protection, Positive Behaviour Management, Special Needs and Personal Safety.

### **Aims and Objectives in relation to bullying behaviour will focus on:**

- the promotion of a whole-school approach to raising awareness of the dangers of bullying
- the right of pupils to learn free from intimidation or fear
- the development and implementation of strategies which are strongly preventative in nature, in addressing the issue of bullying
- the needs of the victim as being paramount
- defining the procedures to be followed by teaching staff, ancillary staff, pupils and parents, in relation to an incident of bullying
- Reporting, investigating and recording incidents

### **Defining Bullying Behaviour**

Bullying behaviour is "deliberately hurtful behaviour, repeated over time, where it may be difficult for the victim to defend him or herself". (DENI, 1999 page 41)

Bullying is a form of repeated, continuous behaviour, which makes another person feel uncomfortable, insecure or threatened, and it can take many forms:

- Physical:       kicking, nipping, pushing, tripping  
Verbal:         name calling, teasing, spreading rumours  
Emotional:     excluding from play, threatening, pulling faces  
Cyber:         mobile phone, internet

## **Preventative Strategies**

### **1. Ethos & Pastoral Care**

We will seek to be a “listening school” in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through measures such as Circle Time, PDMU, Assembly, Anti Bullying Week. We will promote and reward positive behaviour through Golden Time, Star Pupil certificates, Good Manners Awards, stickers. Our positive behaviour management policy is based on our golden rules.

### **Golden Rules**

- Do be kind – help others
- Do show good manners
- Do look after property
- Do walk quietly in corridors
- Do be gentle, don't hurt others
- Do wear school uniform
- Do be honest
- Do work hard, always do your best and never give up
- Do respect others – listen to new ideas

These golden rules are all based on the overall theme of B.E.A.M. – Behaviour, Endeavour, Attitude and Manners.

### **2. Curriculum**

We will provide a personal safety teaching programme from Nursery to Year 7. This programme will help to develop a range of skills including assertiveness and good communication.

Preventative strategies have a high priority in minimising bullying. The theme of bullying will be specifically addressed across a number of subject areas:

- In Religious Education through Assemblies dealing with respect for others and Christian values.
- In English through the use of stories, plays and poems, in Drama through the use of role play.

- In Art through reflective illustrations.
- In PDMU through learning about ourselves and others.
- In our Education for Mutual Understanding programme, by learning to respect differences.
- Circle Time will be used in all classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern.
- In our delivery of Emotional Intelligence, addressing feelings and emotions.

The PDMU Curriculum leader will take a pro-active role in introducing and reviewing strategies to eliminate bullying:

- Reviewing the school's anti-bullying policy and procedures.
- Undertaking regular training and providing training for the teaching and ancillary staff.
- Providing resources for staff to prepare and present a series of lessons on bullying for each year group.
- Organising focused activities during anti-bullying week.
- Organising focused playground games during lunch times.
- Liaising closely with the principal, class teachers, classroom assistants and auxiliary staff regarding playtime provision.

### **Our Pupils' Entitlement & Responsibility**

Whitehead Primary will endeavour to build a safe and caring environment in which our children feel secure, are valued and are actively involved in forming our rules and policy - through active involvement of our class, school and eco councils.

When a child is suspected of being bullied or claims to have been bullied he/she is entitled to:

- Be listened to
- Be taken seriously
- Be informed of actions that are possible to address their concerns
- Be reassured that all possible steps will be taken to ensure their safety
- Know that the school will contact parents
- Know that the situation will be monitored

When a child is suspected of bullying of other children he/she is entitled to:

- Be listened to
- Be taken seriously
- Be informed of what action the school will take to address the situation and ensure there is no re-occurrence
- Be informed of the timescale of any investigation
- Know that the school will contact parents
- Know that the situation will be monitored.

## **Our Parents' Entitlement and Responsibility**

Parents are entitled to expect that:

- Their child will be educated in an atmosphere which is safe and caring.
- They will be informed promptly of any incident of bullying regarding their child and that this will be dealt with confidentially
- The school will take all reasonable steps to prevent bullying occurring
- Any bullying incident which is reported will be investigated according to the school's guidelines
- Any bullying incident that is found to have taken place will be dealt with in line with the school's guidelines.

Parents of our pupils are responsible for:

- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils
- Seeing that their child upholds the Golden Rules.
- Contacting the school to report any concerns over bullying behaviour
- Supporting all aspects of the school ethos.
- Being vigilant in looking for signs that their child may be a victim of bullying

**Parents/guardians should inform the school immediately of any incident of bullying or suspected bullying.**

Parents/guardians should tell their child **not to retaliate** but to report any incident to a member of the teaching or ancillary staff, or to their own parent/guardian.

## **Teachers' and all Adults' Entitlement and Responsibility**

All teachers and other adults in the school community have the right to:

- Work in a positive environment where there is respect and fairness at all times
- Truthfulness and honesty from pupils
- Equal treatment from all staff and pupils
- Co-operation from pupils and parents.

**Teachers and all Adults Working in School have a responsibility to ensure the well-being of all the children in their care including:**

- Making them feel secure
- Bringing out their best qualities
- Treating them impartially
- The rules of the school are implemented consistently, fairly and reasonably.

All adults within school act as role models for pupils. They have the potential to influence pupil behaviour in a positive direction. They can promote relationships characterised by respect, tolerance, friendship and co-operation among and between pupils and staff.

Teachers should be vigilant in looking for signs of distress both within the classroom and while on supervision duty in the playground.

When teachers suspect an incident of bullying or an incident has been reported to them by a pupil, parent or ancillary staff, they should act immediately to protect the victim, **without placing the victim at further risk**. For example, speak to children involved, implement any necessary sanctions and report back to parents.

Teachers should record incidents of actual or alleged bullying on the 'Report on Incident of Alleged Bullying' form (Appendix 1). A copy should be retained by the teacher and a copy made for the principal. Teachers should keep a record of any further incidents on the behaviour (See Appendix 1).

### **Responsibilities of Ancillary Staff**

Ancillary staff should be vigilant in looking for signs of bullying.

They should report any incident of bullying or suspected bullying to the class teacher or principal immediately. They may be asked to make a written report of any incident of bullying or suspected bullying.

During lunch times, supervisory staff and playground buddies will organise playground games and help maximise the use children make of the play equipment and playground markings, to help give children focused activities to minimise the likelihood of bullying.

## **PROCEDURES FOR DEALING WITH INCIDENCES OF BULLYING BEHAVIOUR, INCLUDING CONTACT WITH PARENTS AND EXTERNAL AGENCIES**

Each case of bullying will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned. The following steps will be followed:-

### **1. Reporting of an incident**

When a bullying incident is reported, the information will be passed on to the following people:-

- The teacher of any child involved
- The Principal
- The designated teacher for child protection

### **2. Investigation of an incident**

This will normally be carried out by the class teacher. In the case of more serious or repeated allegations it will be carried out by the designated teacher for child protection or principal, in co-operation with any class teachers concerned.

Pupils involved will be interviewed and a record made of their responses using the school's incident report form.

Parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent action.

### **3. Agreeing a plan for resolution**

Working with the pupils concerned, the designated teacher will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned.

#### **Use of Restorative Thinking**

Restorative practices focus on repairing the harm done to people and relationships. The process involves all parties, giving everyone affected the chance to:

- Talk about what has happened
- Explain how it made you feel
- Explain what made you say/do that
- Understand and repair the harm

The Post Incident learning App (PIL) can be implemented to achieve this and teaches pupils to control their behaviour.

#### **4. Reviewing the situation**

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the designated teacher, in co-operation with the other teachers, pupils and parents concerned.

#### **5. Involvement of other agencies in provision of support**

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

#### **6. Monitoring and review of the anti-bullying policy**

Implementation of this policy will be monitored by the principal and designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. This policy will be formally evaluated and reviewed annually.

**Last reviewed: August 2018**

**Next review: August 2019**



# Report on Incident of Alleged Bullying

Child's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Support Staff reporting the incident \_\_\_\_\_

Where did the incident occur? \_\_\_\_\_

Type of Incident (bullying / being bullied) \_\_\_\_\_

Physical bullying		Verbal Bullying		Emotional/Social Bullying		Cyber Bullying	
Hitting, punching		Teasing, name calling		Leaving people out		Mobile	
Pinching, scratching		Making offensive remarks		Spreading rumours		Internet	
Kicking, pushing, tripping		Making discriminatory remarks		Ignoring someone			
Spitting		Insulting someone		Making fun of someone			
Damaging/stealing property		Threatening someone		Stopping people from befriending someone			
Throwing objects at someone		Repeated teasing		Other:			
Hiding/taking belongings		Intimidating someone					
Other:		Other:					

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Agreed Actions including follow up:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Signed: \_\_\_\_\_ (Parents)

Signed: \_\_\_\_\_ (Teacher/Principal)

**A copy to be retained by the teacher/principal and a copy to be passed unto the principal/teacher.**

# POSITIVE BEHAVIOUR MANAGEMENT

CHILD'S NAME: \_\_\_\_\_

CLASS	DATE	BRIEF DESCRIPTION OF INCIDENT