



Anti-Bullying Policy

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Anti-Bullying Policy

1.0 Introduction

At Reigate Park Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Reigate Park Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff, volunteers and pupils to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'respect for others resulting from active listening, trust and honesty'

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Reigate Park Primary School.

They are:

- every pupil is unique, they are constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;

- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

2.0 Definition of Bullying

At Reigate Park Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

Bullying is usually physical hurting, name calling, nasty looks or leaving people out.

Bullying usually happens when the relationship is imbalanced.

Bullying is usually on-going.

We use the Acronym STOP - Several Times On Purpose – to clarify it with the children.

3.0 Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Social media plays a huge role in this.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

Looked After Children

Gypsy, Roma and Traveller children

Children with Special Educational Needs or Disabilities (SEND)

Children from ethnic minorities
Children entitled to Free School Meals
Children for whom English is an Additional Language
Children who are perceived to be gay, lesbian or bisexual

4.0 Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School Rules

Our School Rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Rules are as follows:

Do as we are told the first time
Keep our hands and feet to ourselves
Always tell the truth
Use good manners and respect each other

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

5.0 Procedures and Dealing with Incidents: A Whole School Approach

Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents.

5.1 Guidance for pupils

If you are being bullied:

- remember it is not your fault
- try to stay calm and look as confident as you can
- be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- realise that all bullying is wrong and you do not have to stay silent about it
- tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- if you are scared to tell a teacher or adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved.
- who saw what was happening
- where it happened
- what you have done about it already.

If you experience bullying by mobile phone, text messages or e-mail, or any other form of social media:

- don't retaliate or reply
- save the evidence do not delete anything
- make sure you tell an adult who you trust
- contact your service provider or look at their website to see where to report incidents
- be careful who you give your mobile phone number or e-mail address to
- make a note of exactly when a threatening message was sent.

5.2 Guidance for parents/carers

If your child has been bullied:

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- make contact with the School's Inclusion Manager and/or
- make an appointment to see your child's class or form teacher
- explain to the teacher the problems your child is experiencing.

When talking with members of staff about bullying:

- try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with the parent governor or other parents
- make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- If you require any further support then please contact the Local Authority.

If your child is displaying bullying behaviour towards others:

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy

- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's class teacher or inclusion manager and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

- ensure your child is careful whom they give their mobile phone number and e-mail address to
- check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- if the bullying involves a pupil from school contact the school to report this
- contact the service provider to report the incidents
- if the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

5.3 Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- seek advice and information from your union
- share your concerns with a trusted colleague
- make a record of all incidents and date them
- if you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body.

5.4 Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time
- Circle of Friends
- Anti-bullying box/Pupil comment box
- Friends Against Bullying
- Buddy systems
- PSHE programme
- Self-esteem workshops
- Restorative approaches
- Anti-bullying Week
- Friendship stops
- Anti-bullying Ambassadors

6.0 Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

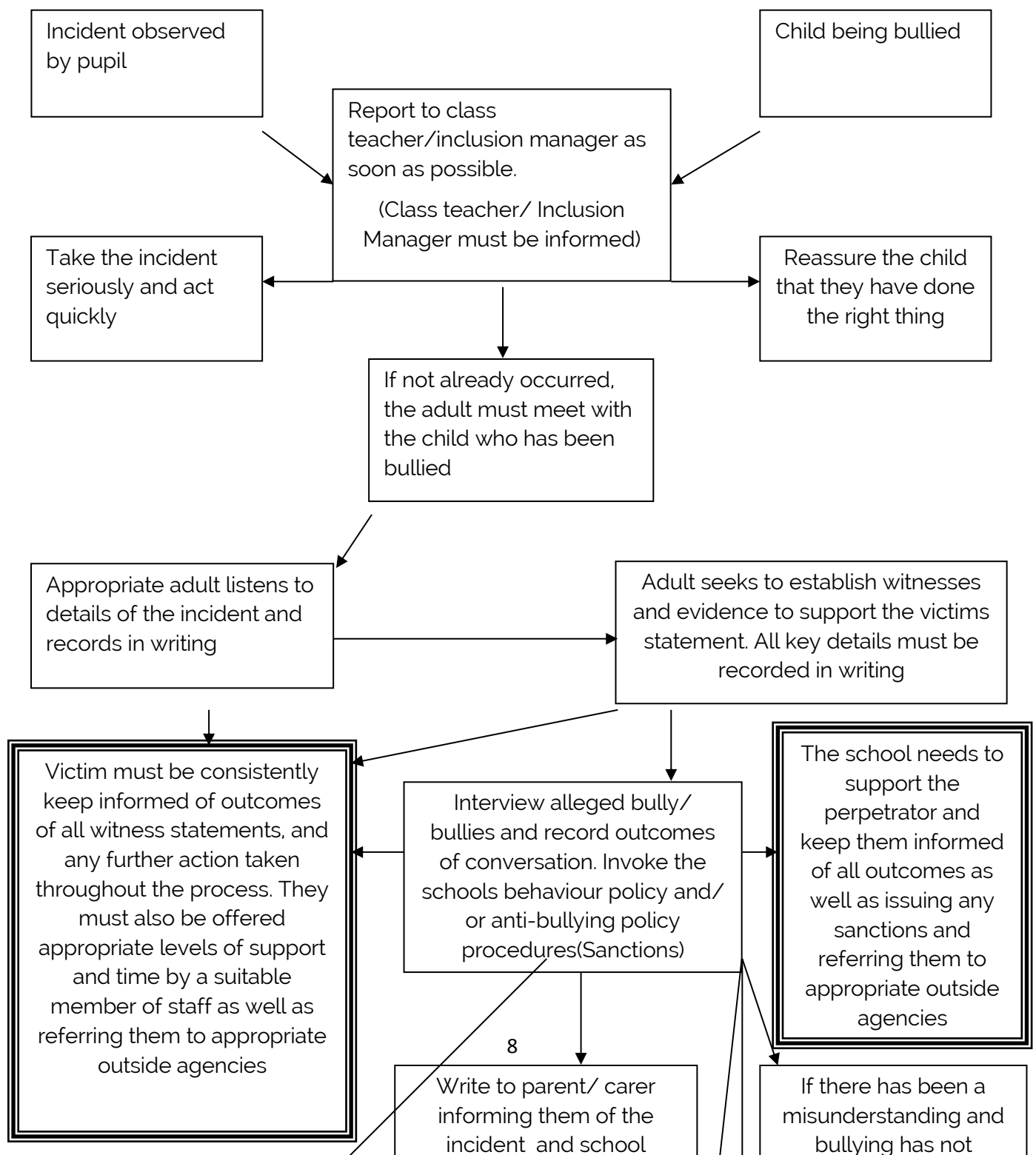
- the seriousness of the situation and the degree of harm that the pupil may be experiencing
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Appendix 1 Anti-Bullying Immediate Response Chart



Appendix 2

School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Male ☐ Female ☐ Male ☐ Female ☐

Indicate type of incident – please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other - please state		Other -please state	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other - please state	
Taking possessions/money			
Other -please state			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance ☐ Disability ☐ Home circumstances ☐
Gender ☐ Race/ethnic origin ☐ Medical condition ☐
Religion ☐ Sexuality ☐

Brief description of incident

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Action taken

Continued over . . .

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim's parent/carer? yes/no

Have you had contact with the perpetrator's parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no
If 'yes' which agencies?

Signed ----- Designation-----

Return to member of SLT