

# Endon Hall Primary School

'Learning Together and having fun'



## Anti-Bullying Policy

To be read in conjunction with the Behaviour Policy

**Policy updated:** November 2017

**Review date:** November 2020

### Philosophy and Rationale

Endon Hall Primary School is committed to a consistent, inclusive approach to education that provides for an environment and curriculum which encourages children to maximise their potential. High expectations for behaviour exist. Bullying in any form is not tolerated in our school community.

*"Pupils have a good understanding of what bullying is and say that it is extremely rare in school. The very large majority of parents who responded to the online questionnaire, Parent View, supported and endorsed their pupil's views about positive behaviour and the effectiveness of systems for dealing with any bullying that might occur."*  
*Ofsted (Nov 2016)*

### Aims

- To create a safe and happy environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure all children develop to their true potential without fear and make the most of all educational opportunities

### What is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority.

At Endon Hall Primary School bullying is considered to be "unacceptable behaviour which occurs 'lots of times, on purpose'."

### Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber-bullying is addressed through our Computing and SMSC curriculum, as well as in other relevant lessons and activities, in order to empower all staff and children to consider and appropriately tackle issues surrounding this form of 'virtual' bullying. See our Online Safety Policy for further information.

## Proactive and preventative strategies

Endon Hall Primary School uses a range of proactive strategies to create an environment that inhibits bullying, both in the school building and playground. Including:

- Staff leading by example in modelling behaviour
- Using assemblies to underpin a clear, anti-bullying message
- Developing a restorative ethos and culture to support the development of social and emotional skills
- Using curriculum work to embed anti-bullying work
- Encouraging parent/carer involvement and support
- Improving the school grounds, activities and staffing ratios on the playground
- Training lunchtime staff/supervisors

Within the curriculum the school raises awareness of the nature of bullying, including cyber bullying, in a variety of ways. For example, via assemblies, workshops (including those delivered by professional groups i.e. Childline/NSPCC), and theme weeks etc. This supports children in understanding that bullying can take many forms, helps them to understand the impact of such behaviour on people, and enables discussion regarding what constitutes and defines bullying.

## Possible signs of Bullying

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, unusual absences or clinging to adults. Some children may begin to show bullying tendencies towards other children. There may be changes in work patterns, attitude, lack of concentration or truanting from school.

## Identifying and tackling Bullying

- Children are strongly encouraged to speak to an adult (teacher, teaching assistant, lunchtime supervisor, parent/carer) if they feel they have been bullied
- Close observation of children's behaviour in the classroom, at breaks and at other times by adults
- Listening to the views of children and parents/carers sympathetically
- Investigation of incidents - All incidents are investigated (teacher, deputy headteacher, headteacher, lunchtime staff/supervisors) and notes kept where necessary
- Immediate communication between school staff, where necessary, to ensure the situation is monitored and appropriate support is provided
- Support for the person being bullied and the person responsible for the bullying may be provided

Through this we:-

- a) Reaffirm the individual value of the person bullied
  - b) Help the person who is responsible for the bullying to think through the appropriateness/consequences of their actions
  - c) Clearly establish the next steps/sanctions for the person responsible for the bullying
  - d) Clarify our expectations regarding future behaviour
- Parents/carers of the person who has been bullied may be contacted.
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## Reactive strategies

Following investigation, if bullying is found to have occurred, a range of reactive strategies may be used to respond to a bullying incident. Including:

1. Headteacher/Deputy Headteacher involvement (if not already instigated)
2. Unacceptable behaviour challenged and warning about future conduct
3. Sanctions issued (in line with the Behaviour Policy)
4. An informal reporting system may be initiated – this would require the child responsible for the bullying to report at set times during breaks/lunchtime to a designated adult to allow monitoring
5. Loss of break/lunchtime privileges
6. Parent/Carer/Child meeting if incidents persist – agreement to be reached regarding future conduct and actions to be taken, possibly including a regular written report
7. A planning meeting may be arranged to plan support/help for the person responsible for the bullying

8. Advice and support could be sought from the Local Authority Behaviour Support Team
9. The child may be collected by parents/carers or withdrawn from the playground at lunchtimes if a problem persistently reoccurs
10. Although we wouldn't envisage the situation arising, a fixed-term exclusion from school may be initiated in order to ensure the safety of other children if the pattern of bullying continues after previous sanctions/meetings have been tried. Where the serious nature of bullying incidents despite previous sanctions have continued and the safety of children is persistently undermined a permanent exclusion will be considered.

#### Incidents relating to adult members of the school community

Any adult members of the school community who feel they have been inappropriately treated are encouraged to speak to a member of the school's leadership team and/or the Chair of the Governing Board, in line with our Whistle Blowing Policy. All reports will be investigated promptly and course of action decided upon in accordance with the Local Authority guidelines.

#### Monitoring

All staff members are accountable to the Headteacher/Deputy Headteacher for the day to day monitoring of the Anti Bullying Policy. The Headteacher/Deputy Headteacher will monitor the overall effectiveness of the policy on an on-going and case-by-case basis.

The Chair of the Governing Board, where necessary and/or appropriate, will receive information on the implementation of the policy.

The school will review this policy on a regular basis and assess its implementation and effectiveness.

All members of the school community are responsible for implementing the policy.

#### Concerns

Concerns regarding the implementation of this policy will be considered in line with our Concerns Policy.