

OAKTREE PRIMARY SCHOOL

An Athena Education School

Anti-Bullying Policy and Procedures

Creating a positive climate for learning where every child matters

Policy Title	Anti-Bullying Policy and Procedures
Institution	Oaktree Primary School
Operator	Athena Education
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1. Policy Statement

Our whole school policy for managing behaviour enables us to foster an environment in which we aim, to develop a growing awareness of the responsibilities that are a part of living and working in a community and to ensure that children have the opportunity to thrive regardless of race, gender, aptitude or physical attributes. We aim to prevent bullying through a consistent approach to behaviour management. We believe that most children enjoy school and have good relationships with other children. However, we recognise that sometimes children can feel threatened and this can lead to bullying.

2. Aims

It is important that all adults in this school combat bullying because;

- It makes children unhappy
- It affects school achievement
- It creates copy-cats
- It upsets students, parents, and teachers
- It tarnishes the school's reputation

3. What is Bullying?

We believe that bullying is:

- a deliberate attempt to hurt someone.
- a pattern of hurtful behaviour over a period of time.
- when the victim is unable to defend themselves.

The agreed school definition of bullying is:

“Persistent, deliberate, unprovoked, psychological harm by a more powerful child or young person or group, against a weaker child or group.”

4. Bullying can be:

- Verbal harassment – name calling, insults, taunts, offensive language, constant criticism
- Written harassment – insults, taunts, letters
- Cyber-bullying – through social networking sites, text messages, e-mails
- Graffiti on walls, books, desks, school bags, obscene gestures.
- Vandalism of property.
- Repeated unfounded complaints, distorting and misrepresenting actions.
- Literature being brought into school which contains defamatory material.
- Refusal to co-operate or work with particular students
- Excluding students from the social group
- Unprovoked physical assault or the threat of it
- Causing physical or psychological distress individually or with a group of others.

Bullying is usually directed at someone perceived to be “different”. This may be because of:

- Racial origin
- Ethnic group
- Gender based or homophobic abuse
- Physical difference e.g. wearing glasses
- Special Educational Need or Disability

Bullying is not a ‘one off’ incident in which two children quarrel or fight on equal terms.

5. Bullying outside of school:

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on student’s well-being beyond the school day. Staff, parents and carers, and student’s must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

6. Actions all adults should take

- Do not allow bullying anywhere.
- Encourage children to tell and back them up.
- Use peer pressure against bullying behaviour.
- Help children to think about strategies to use.
- Find out the facts when told about an incident.
- Use circle time lessons to talk about bullying.
- Support the victim by allowing the chance to talk.
- Support the bully by helping him/her to change the behaviour.
- Tell the class teacher or Principal of any concerns.
- Understand school procedures and keep informed of any action taken.
- Be aware that incidents occur between student’s and some of them are not bullying

7. What children can do

Children will be advised to:

- Tell an adult they trust.
- Tell themselves that they do not deserve to be bullied.
- Ask their friends to help say no to bullies.
- Stay with groups of children at playtime.
- Try to not show that they are upset – just go and tell an adult instead.
- Avoid fighting back

8. Procedures for staff for dealing with bullying.

Sadly, as in any other school, despite our consistent approach to behaviour management, bullying does occasionally occur. All reported cases are taken seriously and are dealt with swiftly and sympathetically. The following procedures are in place for dealing with any such cases:

1. Good levels of observation of behaviour both in and out of the classroom.
2. Complaints from children listened to and dealt with promptly and fairly, usually by involving all parties to discuss acceptable behaviour and to apologise for inappropriate behaviour.
3. Repeated complaints from the same child noted. Class teacher involved and observations taken throughout the school day to measure the extent of the problem.
4. Complaints from parents recorded on parent conversation forms, including the action to be taken. Parents informed of action taken and kept informed of steps taken.
5. Teachers inform parents of both victims and aggressors of any daily incidents which could develop into a pattern of bullying.
6. In serious cases of bullying all staff in the school are informed of the nature of the problem so that levels of observation are heightened.
7. Serious complaints from parents to be taken to a member of SLT and the Principal will be informed, the complaint will be recorded, and action taken. Parents of all parties involved will be kept informed of steps taken.
8. Where cases are not speedily resolved, parents will be notified verbally or by letter of their child's continuing bullying behaviour and will be invited into school to discuss the complaints against their child and the school's intended course of action.
9. Should bullying persist then further sanctions are outlined in our Behaviour for Learning Policy.

These can lead to fixed term exclusion from school.

Clearly bullying, or any other unacceptable behaviour, plays no part in our school environment and will be dealt with firmly and fairly. All our children understand the school Rules and the reasons for them, as well as the sanctions that will be imposed if they are not followed.

9. Summary for Parents

Parents have a very important role in supporting the school to implement its antibullying and Behaviour for Learning Policy effectively. Here are some ways in which you can be helpful.

9.1 Responsibilities

- To ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.
- To work in partnership with the school on encouraging positive behaviour, valuing, and respecting difference.
- To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner.
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children.

- To inform staff of any significant change in circumstances which may affect the way in which students respond in school. Alert staff to information reported by students on incidents or any concerns arising about other students' behaviour and attitude.
- To communicate to children that you trust the school and staff to deal appropriately with incidents that arise and which schools are aware of.

9.2 Strategies

- To clarify with staff the school's approach to working with parents/carers.
- To be aware of opportunities offered for formal and informal consultation with parents.
- To discuss school incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation, and communication.
- To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of school.
- To tell the class teacher of any concerns about bullying or harassment. Check out school procedures asking to be kept informed of any action taken.
- Be aware that many incidents will occur which are disagreements between students and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with the school behaviour policy.

10. Summary for Students

This policy is for you. However, it is you and the other students who have the greatest responsibility in ensuring that the policy in school is effective in preventing and responding to bullying or harassment incidents.

10.1 Responsibilities

- To not become involved in bullying incidents.
- To be aware of the school's way of dealing with incidents and of the kinds of support available.
- Always tell a member of staff if you think bullying is happening.
- Talk to your parents about any worries you may have.
- Support students who may be subjected to bullying.
- Be prepared to speak up if you see or hear something you think is unfair.

10.2 Strategies

- Value student's differences and treat other people with respect.
- Use the school's procedures if you suspect incidents are taking place.
- Be alert in those places around the school where there is less adult supervision e.g., the playground, the toilets, corridors, and stairs.
- Get involved in writing and in following rules guiding work and behaviour in the classroom and the school.
- Co-operate with other students to help the school as a whole deal with bullying and harassment efficiently e.g., by joining the school council, by becoming a buddy.
- Encourage teachers to discuss bullying issues. Take part fully in the curriculum opportunities offered e.g., stories, poetry, surveys and role-play.
- Provide good role models to younger students and support them if bullying occurs.
- Keep parents informed about activities in and out of school. Contact support agencies for help if necessary.

Many of our students will be able to understand the content of this section but may be unable to read it themselves. The responsibilities and strategies will be made clear to children through class discussions, assemblies, etc.

11. Summary for Teachers

The role of the teacher is crucial in implementing the school's anti-bullying and Behaviour for Learning Policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.

11.1 Responsibilities

- Ensuring that they know the content of equal opportunities and anti-bullying policy.
- Ensuring that training opportunities are taken up.
- To be sensitive to the possibility of bullying and harassment and dealing with all incidents in a consistent manner in line with the school's guidelines including the logging and reporting procedures used in the school.
- Ensuring that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.
- Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of comments and/or behaviour, which could be offensive to particular individuals or specific groups of students.
- Manage behaviour in a way that is seen by the students as fair and which models respect for the individual.

11.2 Responsibilities

- Reiterate the school rules with students regularly.
- Display the school rules prominently within the class.
- Have regular opportunities for whole class and or small group discussion where the topic of bullying and harassment is raised, and all students are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished.
- Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within the school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- The use of display materials within the classroom and around the school can help to promote positive values.
- Be aware of students with Special Educational Needs or Disabilities that may make them more vulnerable.
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment. Methods such as the 'no blame approach' ensure that the on-lookers no longer collude with bullying behaviour and develop a role in supporting anti-bullying values.
- Intervene when incidents are observed outside and inside the classroom so that students do not feel unprotected during parts of the day.

12. Summary for Support Staff

Support staff includes teaching assistants, admin staff and the site team. These are adults who are often in a position to observe students out of the classroom. Therefore, the contribution of support staff to the successful implementation of the anti-bullying policy is vital.

12.1 Responsibilities

- Ensure familiarity with the school's anti-bullying policy.
- To attend training (which may be within school) on dealing with instances of bullying.
- To be sensitive to all instances of bullying within the class and around the school; to deal with every incident in a fair and consistent manner according to the school's guidelines.
- To find out about the diversity of students represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people.
- To report incidents of bullying and harassment as set out within the school's guidelines.

12.2 Strategies

- Participate in training to become familiar with the school's anti-bullying policy.
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently.
- Intervene in any incident observed around the school.
- Remain calm and avoid getting into confrontations with students. Model ways of talking and behaving exemplify respect for the individual. Challenge stereotypic remarks e.g., sexist comments; racist assumptions. Keep a watch out for 'loners' who may be vulnerable to bullying and try to involve them in games with other students.
- Be aware of students with Special Educational Needs or Disabilities that may make them more vulnerable.
- Chat informally to students about their interests and their news. Being proactive about building up positive relationships with potentially difficult students can be helpful when later trying to modify their behaviour.