

# Ings Primary School



*active minds, active bodies, active souls*

## **Anti-Bullying Policy**

Policy prepared by	Stuart Bell
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### Mission Statement

#### **An Active 3-D Education**

*active minds, active bodies, active souls*

At Ings Primary School we believe that a child's early education is formative and enduring. The lessons we teach give the knowledge, skills, beliefs and attitudes that inform future choices and life's direction. They enable children to begin to discover who they are and what their place in a rapidly changing world might be. Our work is to provide children with a caring and safe environment in which to discover the adventure that is life.

We make it our mission to enable children to be successful and active participants in their own future, active participants in the futures of their friends, families and local community and active participants in the future of the world that they will inherit from us.

We make it our mission to enable children to be active participants by delivering a "3-D Education". We believe that such an education will lead to the highest possible academic standards and provide relevant opportunities to learn that will increase the life chances of all our pupils.

**First Dimension: Active and healthy minds.** We will promote the development of an intellectual ability, giving opportunities to be inquisitive, enquiring, enterprising, reasoning and ambitious.

**Second Dimension: Active and healthy bodies.** We will promote the development of physical ability, giving opportunities to take part in sport, competition, growing activities, cooking and making things.

**Third Dimension: Active and healthy souls.** We will promote the development of the soul's aesthetic ability, giving opportunities for each child to engage in the arts,

culture, democracy and to develop a deep understanding of being a citizen of the UK and the world.

We will deliver our mission by teaching the Statutory Framework for the Early Years Foundation Stage and the National Curriculum as our core curriculum, and we will augment it with the four strands of the Open Futures approach;

Ask It – philosophical enquiry

Grow It – growing healthy food and a healthy natural environment

Cook It – creating healthy and nutritious meals

Film It – communicating in a digital age

**This Policy should be read alongside the school's Safeguarding Policy and its Behaviour and Discipline Policy.**

OUR AIMS ARE :

- To promote a safe, secure and happy environment where quality relationships are important and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring
- To inform pupil and parents/guardians of the school's expectations and to foster a productive partnership

At Ings Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, the governors are actively involved in reviewing and revising this policy and monitoring behaviour and preventing bullying.

#### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

*The DSCF "Safe to Learn: Embedding anti-bullying work in schools" (2007) definition of bullying is:*

*“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.*

Bullying is **not** for example falling out with friends or choosing to play with other children.

Specific bullying relationships (DCSF “Safe to Learn”) are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblower’s Policy

Ings Primary School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a) Direct

- Physical
- Verbal
- Non-Verbal

b) Indirect – Cyber Bullying (see E-safety Policy)

Children are bullied for many reasons, or no reason. Bullying relates to difference – real or imagined.

The following is a list of reasons from DCSF “Safe to Learn” Guidance:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

## **Physical Bullying**

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

## **Verbal Bullying**

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

### **Indirect/Social Bullying**

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

### **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

### **Reporting Incidents in and out of School**

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form, for example Worry Box. Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.
- Incidents of bullying *must* be recorded in the bullying log located in the deputy headteacher’s office

### **Prevention of bullying**

At Ings we use a range of prevention strategies to support our positive behaviour ethos. These include:

- PSHCE
- Restorative circles
- Regular monitoring of logs/accident books/lunchtime records
- Anti-bullying awareness raising and key messages
- Participation in Anti-Bullying Week, special events
- Behaviour - rules, rewards / sanctions
- Productions and class assembly themes linked to SEAL and Citizenship
- Supervision by staff
- Provision of someone to talk to i.e. Emotional Well-being officer
- Support programmes for vulnerable pupils

- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Healthy Schools.
- Working with the School Council
- Open door policy
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible and record their responses (Use of Logs/incident records). Advise the Head teacher immediately. Incidents are recorded in the bullying log located in the deputy headteacher's office.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Ings Primary School
- Use restorative Circles as and where appropriate
- If they own up then follow the schools procedure of sanctions and consequences and informing parents ( See Behaviour Policy)
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes depending on the perceived severity of the incident(s)
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim.
- In agreement with parents, help and advice may be sought from the Whitehouse, an LA anti-bullying agency or funded Project.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with both the victim and the perpetrator to ensure no repetition
- As the behaviour of the bully (hopefully) improves, the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway,

hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Ings Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All pupils should be encouraged to use SEAL/Circle Time or Logs to record any incidents of bullying they have witnessed or experienced.
- Transition Programme for Year 6 pupils identified as Vulnerable or At Risk