



Great Linford Primary School

Anti-bullying policy

June 2017

Review date: June 2018



Anti-Bullying Policy

1. Purpose

At Great Linford, we believe everyone is entitled to:

Aspire, Thrive, Enjoy, Achieve

The purpose of our anti-bullying policy is to ensure that all members of our school community are able to reach their maximum potential by recognising and protecting their rights.

We believe that every member of the school community has the right to:

- Be themselves - their unique identity and talents being recognised, valued and developed, **in order for them to ASPIRE**
- Feel safe at all times and cared for, **in order for them to THRIVE**
- Feel happy and treated with respect and dignity, **in order for them to ENJOY**
- Learn, **in order for them to ACHIEVE**

These rights are non-negotiable and bullying of any sort infringes on these rights. The purpose of this policy is to ensure as a school that we have clear systems in place to ensure this does not happen.

2. Definition

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. We work hard to ensure that all pupils know the difference between bullying and other friendship disagreements or difficulties.

3. Types of bullying

Bullying can take many forms but the four main types are:

1. Physical – pushing, hitting, kicking, taking belongings;
2. Verbal – name calling, teasing, insulting families, racist remarks, making threats;
3. Indirect – isolating someone, nasty looks, rude gestures, spreading stories, making other children do things they don't want to;
4. Cyber – through the use of technology.

4. Prevention – how we promote a bullying-free culture

The prevention of bullying is an ongoing process and involves all members of the school community. We do this in the following ways:

- Providing our children with a positive framework to live by through our ROOTS values.
- Staff modelling our ROOTS values to our children.
- Assemblies and circles to reflect upon our values and to link them to the actions of others, within our community and beyond it.
- Daily circles to help build positive relationships with one another and a sense of community.
- Using Restorative Practices to foster awareness of and reflect upon how others are affected by our choices and the actions that we take.
- Using Restorative Practices to ensure that when issues between children occur, everybody is listened to and ways forward to problems are found together.
- Displaying 'protective hands' to remind children they have identified trusted adults and that these adults will take their concerns seriously.
- Our children understanding that 'No worry is too big or too small share' with a worry box in every classroom for children to communicate with their teacher.
- Circles to talk about (with the children's permission) problems from the worry box.
- The use of a wellbeing scale for wellbeing check-ins as part of circles twice a day.
- Talking to children 1:1 when it is identified that their well being is low.
- Regular parent and pupil voice surveys on how safe children feel in school are conducted with actions put in place as a result of feedback.
- The Cambridge PSHE scheme is used to plan and deliver units of work on bullying and relationships.
- An Anti- Bullying week once a year
- A school values ROOTS week once a year– a cross curricular project week focussing on giving children a deeper understanding of our values.
- Having e-safety weeks once a term.
- Appointing children as playground buddies who watch out for children who may be unhappy or lonely on the playground. These children can also be attached to children who are feeling vulnerable at a particular time.
- Appointing children as restorative leaders who support other children in finding solutions to friendship issues themselves.
- Supervision at breaks, lunch times and in the locker areas.

5. Possible signs of bullying

All members of staff are vigilant for signs of bullying and we encourage parents to do the same. Bullying can bring about changes in children's behaviour. Signs such as these may indicate a child is being bullied. They may:

- Be frightened of the journey to school;
- Be unwilling to go to school;

- Be unwilling to go outside at break and lunchtime;
- Be reluctant to join in activities they previously enjoyed;
- Begin doing poorly in school work;
- Become withdrawn, distressed, tearful or aggressive/defensive;
- Have nightmares and problems sleeping;
- Have their possessions 'go missing';
- Refuse to say what is wrong;
- Give excuses to explain any of these things

5. Reporting concerns about bullying

We do not tolerate any form of bullying and always take reports of incidents seriously. Tackling bullying is everyone's responsibility. Children are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

If you are a child and you are being bullied, you should:

- Be firm and clear and tell them to stop.
- Get away from the situation as quickly as possible.
- Talk to an adult at home on your protective hand about what is happening;
- **AND** talk to any adult in school on your protective hand about what is happening – this could be with the help or support of a friend;
- **OR** put a note in the worry box to explain what is happening.
- Keep on speaking up. If you feel you have not been listened to, leave a note for Miss Lovelock or tell her in person.
- Not blame yourself for what has happened.

If you are a parent and suspect or have concerns that your child is being bullied, you should:

- Calmly talk with your child about the experience.
- Reassure them that they have done the right thing to tell you about the bullying.
- Explain to your child that should any other incident occur, they should walk away and report it to their teacher or another adult immediately.
- Ask your child to tell an adult at school on their protective hand about what has already happened or to write a note about it in the worry box.
- Make an appointment through the office to see your child's class teacher, indicating that you are concerned about bullying.
- **OR** ask that your child's teacher gives you a call to discuss your concerns. You can ask the office staff, our family champion on the playground at drop off or pick up time, or our breakfast club and our afterschool club staff to pass on the message to your child's teacher. Let the member of staff know that you are concerned that your child is being bullied and would like the teacher to give you a call back.
- Not approach the other children involved or their family, as this may lead to the problem escalating.

When talking to your child's teacher, it is helpful to share as much information as possible: What has taken place, how often it has happened – be as specific as possible with dates if you can, who was involved, who saw it happening, where/when did it happen and what (if anything) has been done already, including who your child reported it to or any other action they took.

When talking with your child's teacher about bullying, try and stay calm – bear in mind that the teacher may not know that your child is being bullied or they may have been told a different account of the events you are describing to them. The teacher will listen and take your concern seriously.

6. Responding to a concern

If a child or a parent has reported a bullying concern to you and you are not the class teacher, pass the information on to the class teacher.

Once a concern has been reported, either from the child or the parent, the class teacher should:

- Log a summary of the concern on the My Concern software. This creates a permanent electronic record of the concern which can be viewed by all members of the safeguarding team, which includes the Headteacher.
- Check behaviour incident forms and any records of worries put into the worry boxes as these may provide any further evidence.
- An appropriate staff member is chosen to investigate the allegations through discussion with all involved.
- Notes from these discussions are collated and a professional discussion between the class teacher, any other investigating adults and the Assistant Headteacher takes place. The definition stated in this policy is used to help confirm whether the concern can be described as bullying.
- If bullying is confirmed, this will be treated as a serious incident at the highest level and referred to the headteacher.
- If it is not found to be bullying, the consequence system on the behaviour and discipline policy will be used. Every situation is different and the consequence given will depend on the situation.
- If it is not found to be bullying, we educate the child and their family where necessary on what bullying is and the difference between bullying and friendship problems.
- In both instances, restorative practices as detailed in our behaviour and discipline policy will be used, providing the opportunity for anyone who is a victim of poor behaviour to be supported to confront the person who has mistreated them. The focus of these conversations is finding a solution to the problem and stopping bullying or further issues reoccurring.
- A range of strategies are used to support any victims of bullying. Children are supported throughout by appropriate members of staff, for example: the class teacher, LSAs, the family champion or senior leaders. In some cases, we may also be able to offer support from our play psychotherapist. Where appropriate, outside agencies may be involved to provide further advice and/or support.

- We also support children who have been responsible for bullying others and help them to appreciate the impact their behaviour has had on others. Our approach to dealing with bullying behaviour is as follows:
 - We separate the child from the behaviour – in other words it is the behaviour that has been a problem not the child.
 - We focus on the child taking responsibility for their actions and that there is always a choice about how to behave and what actions to take.
 - We talk to the child about how they felt when they were bullying and what led to this behaviour.
 - We help the child to cope with situations in different ways, helping them to find different ways of dealing with difficult emotions or situations.