

# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

## **Anti-Bullying Policy**



# Anti-Bullying Policy

## Contents

Our School Ethos.....	2
Definition of Bullying.....	2
Curriculum.....	3
Reporting Bullying.....	4
Procedures .....	4
The Mediation Process.....	5
Support for pupils who are bullied .....	6
Online Conduct .....	6
Bullying Outside of School .....	7
Anti-Bullying Champions.....	7
Staff .....	8
Governors.....	8
Parents and Carers .....	8
Children.....	8
Safeguarding .....	9
Monitoring and Review.....	9
Policy Links .....	9

## Our School Ethos

At Alderman Richard Hallam Primary School, the happiness and safety of our children is paramount. As such, bullying is regarded as unacceptable throughout the school. Through lessons, assemblies, our use of Anti-Bullying Champions and the general ethos of the school, we hope to prevent, as far as possible, any instances of bullying. Where bullying does occur, we aim to handle it swiftly and effectively, learning from these experiences.

## Definition of Bullying

At A.R.H., bullying is defined as when an individual, whether alone or as part of a group, intentionally sets out to upset someone or hurt their feelings through unwanted and persistent physical or verbal abuse or by disrupting someone's lives on more than one occasion. This may take place in person or online. Bullying occurs where there is an

imbalance of power, is usually premeditated and forms a pattern of behaviour, rather than an isolated incident.

Bullying may be related to physical appearance, gender, ethnicity, disability, religion or belief, special education needs or sexuality. At A.R.H., we celebrate differences and encourage mutual respect between all adults and children. We ensure the children have a good understanding of the Equality Act 2010 through our use of the 'No Outsiders' programme.

Bullying may be categorised in these main ways:

- Verbal e.g. name calling, spreading rumours, persistent teasing
- Physical e.g. pushing, kicking, hitting etc. or any form of violence or threats
- Social e.g. tormenting, threatening ridicule, humiliation or exclusion from groups or activities
- Material e.g. damage to belongings, extortion
- Cyber e.g. use of texting, internet or social media to intimidate or cause distress

The school works hard to ensure that all pupils know the difference between bullying and 'falling out'. They are taught 'S.T.O.P.' (Several Times On Purpose) to help them to identify if bullying is occurring.

We are aware that bullying can take place between children but also between staff and pupils. If this should happen, please follow our complaints procedure.

## **Curriculum**

Through our Behaviour and Safety Curriculum, we ensure that children understand what bullying is, the different types of bullying, how to resolve conflicts sensibly and what to do if bullying occurs. Assemblies take place throughout the year to reinforce these lessons. Bullying and how it can be prevented is also covered through our P.S.H.E. lessons. We encourage mutual respect for different races, faiths and cultures through a range of lessons including R.E. and the 'No Outsiders' programme.

Children are taught 'S.T.O.P.' as a way of identifying bullying and remembering what to do if they are aware of bullying occurring. 'S.T.O.P.' is used to mean 'Several Times On Purpose' to identify bullying, and 'Start Telling Other People' to remember how to stop bullying. Cards with these meanings on are handed out to all children in the school during Anti-Bullying Week every year and they are reinforced through teaching and learning in the school.

All children in Year 4 participate in peer mediation training to ensure there is a focus on a restorative approach in our school. The children are taught to understand the concept of conflict and how to deal with this appropriately, what the mediation process is and how it can work for them and how to handle their emotions.

## Reporting Bullying

Pupil Voice is a high priority within the school and we work hard to ensure that children have lots of opportunities to seek support and report bullying. All classes do a daily wellbeing check for all children and follow-up conversations are held with any children who report a low mood. Please see our Pupil Voice Policy for more details.

Parents and carers can use our school website to report if they believe their child, or any other children in the school, is being bullied ([Contact Us](#)).

We share this information through bi-annual assemblies led by our Anti-Bullying Champions, posters on display around the school, on our [school website](#) and letters home. Everyone is responsible for reporting bullying and helping to ensure that A.R.H. is a bullying-free school. This can be used for incidences within school and outside of school hours.

We also have a 'worry box' outside the Headteacher's Office. Children are able to write down any concerns they have and these will be checked on a regular basis by our Anti-Bullying Champions. Worry boxes are also available in classrooms for children to share their concerns with their teachers.

Whole school pupil surveys are carried out bi-annually to help the key members of staff identify any patterns of bullying within the school and areas for development.

We welcome phone calls to the school if you have any concerns about bullying. The school number is 0116 262 4003.

## Procedures

If an incident of bullying does occur, the first step is to sit down with the children involved (both the victim and the perpetrator) to discuss any issues leading up to the incident in an age-appropriate way. Depending on the level of severity, this will be handled by either the class teacher, year leader or a member of SLT. The children will be encouraged to reach a resolution to ensure the bullying does not occur again. The adult involved acts as the mediator in this meeting, ensuring both children are allowed to speak freely and honestly. The discussion should be focused on both children reaching a solution they are happy with to prevent the bullying from occurring again with SMART (specific, measurable, achievable, relevant and time-bound) targets being decided upon. Support can and will be put in place where necessary to support the perpetrator in changing their behaviour to avoid this happening again in the future. This may include interventions, such as nurture groups or social skills interventions. Work will also be done with the wider peer group to remind them of the expectations of the school and how to prevent any further incidences of bullying.

Following the meeting, staff involved are expected to check on the child being bullied a fortnight later and again a month after to ensure that the situation has been settled to ensure that the bullying behaviour has ceased. The child will be able to speak to staff

candidly at these meetings to ensure that they are happy and supported by the school in moving forward.

If the bullying persists following this meeting, the parents and carers will be contacted to discuss the matter further with the Year Group Leader. A Positive Behaviour Plan will be put into place on Provision Map should this occur with explicit escalation routes detailed and support strategies that the school and parents and carers can put in place. These will be reviewed regularly with the child and their parents or carers to ensure they are effective in supporting the perpetrator to change their behaviour.

The school will seek to engage with external agencies, such as our local Social, Emotional and Mental Health Team (SEMH team) or the police, where this is necessary and will best support the child with changing their behaviour. This will follow our usual referral procedures.

Should the bullying persist, further actions may include, but are not limited to, the child being kept in at break times, going home for lunch break, being escorted on and off site by a parent or carer, change of class, inclusion and, as a last resort, exclusion. Consequences will be decided based on the severity of the bullying and the type of bullying.

At A.R.H., we seek to learn from any incidences of bullying and, where necessary, will implement changes to improve practice.

### **The Mediation Process**

The mediation process is used by staff and ABCs to help children reach a resolution in which both parties understand the impact of their actions, feel safe and secure and ensure that any bullying behaviour does not happen again. This is further developed with our Anti-Bullying Champions through a robust training system to help them support the children in our school.

#### *Step 1: Introducing the process*

- Children experiencing the conflict agree to go to mediation. Mediators introduce themselves and what mediation is. They explain that: mediators do not take sides; mediators will not say what you should do; and, mediators keep what is said private.
- The mediators introduce the ground rules: no swearing or name calling; no interrupting; and, try not to blame or accuse the other person.

#### *Step 2: Gathering points of view*

- Each person is asked to tell their story.
- Each person is asked how they feel.
- The mediator uses **active listening skills**.
- 'I' statements are encouraged to avoid blame.

#### *Step 3: Reaching a solution*

- The mediator lists the problems.

- The possible outcomes are discussed.
- Both parties are asked what they would be prepared to do and what they would want the other person to do in return.
- The agreement **must** come from the participants. The mediator is there to facilitate the conversation. Both sides need to agree to it and think it is fair.
- If needed, an agreement form is filled out and signed by both parties.

### Support for pupils who are bullied

At A.R.H., we understand that the repercussions of bullying can be significant. Whilst we strive to ensure there is no bullying within our school, we are aware that sometimes incidences do happen and we look to support and make appropriate provisions for a child who has been bullied. This can range from a conversation with a member of staff who knows the child well, to regular check-ins or even meeting with parents and carers regularly. In extreme cases, it could lead to a referral to CAMHS or the SEMH team if necessary. Information on this will be logged by teachers on Provision Map to ensure adequate provision is in place.

### Online Conduct

Over recent years, there has been a large increase in the use of technology by children who attend our school. Cyber bullying is a key concern and we expect all pupils of A.R.H. to conduct themselves appropriately when online. Cyber bullying differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyber bullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyber bullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel their actual actions had been no worse than conventional forms of bullying.
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message, a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyber bullying can take place between peers and across generations. Teachers can be victims and age and size are not important.

- Many cyber bullying incidents can themselves act as evidence so it is important the victim saves the information.

As with all forms of bullying, the best way to deal with cyber bullying is to prevent it happening in the first place, which is why online safety is a key part of [our Behaviour and Safety Curriculum](#).

It is vital that parents and carers work with the school to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber bullying. Parents and carers must play their role and take responsibility for monitoring their child's online life.

### **Bullying Outside of School**

Sections 90 and 91 of the Education and Inspections Act 2006 outlines that a school's disciplinary powers can be used to address a pupil's conduct when they are not on the school's premises and are not under the lawful control of a member of school staff, but only if it would be reasonable for the school to control pupils' behaviour in those circumstances. Any incidences of bullying outside of school should be raised with a member of staff and will be dealt with following the procedures outlined above.

### **Anti-Bullying Champions**

At Alderman Richard Hallam, we encourage our children to be vigilant about bullying and help to develop our anti-bullying ethos. Approximately 20 children are appointed from Years 5 and 6 as Anti-Bullying Champions (ABCs). Our ABCs are given peer mediation training on an annual basis (following initial whole year training in Year 4) to support them in resolving conflict and helping to achieve peaceful resolutions with the children in our school. Their main job is to help to prevent bullying from occurring and to ensure that all children feel included within our school. This will be done in a range of ways throughout the year, depending on the needs of the school, such as:

- Leading Anti-Bullying assemblies
- Running Anti-Bullying workshops
- Conducting surveys of children and parents
- Creating Anti-Bullying posters for the school
- Acting as peer-mentors for children who need support with their behaviour
- Supporting a kind and friendly atmosphere at break-times by acting as Playground Buddies
- Thinking of new ways for children to report bullying
- Checking the school 'Worry Box' (located outside the Headteachers' office) for any concerns and speaking to the children involved

- Running 'friendship groups' at break and lunch times for those children who may need extra social support
- Acting as peer mediators to resolve concerns

## **Staff**

All staff are responsible for ensuring that A.R.H. is a bullying-free zone. Staff are expected to:

- Ensure the curriculum regarding Anti-Bullying is covered thoroughly
- Implement the school's Anti-Bullying procedures
- Listen to all parties involved in any incidences
- Investigate any incidences as thoroughly as possible
- Record any incidence of bullying on SIMs
- Inform parents and carers of any incidences
- Take an appropriate action to deal with any bullying
- Foster an environment of inclusiveness within our school through delivery of the curriculum and by example

All staff, including midday supervisors, will receive regular training on how to handle bullying and other types of behaviour. This includes annual staff training on behaviour and anti-bullying as well as access to e-learning opportunities, such as the ABA online training.

## **Governors**

Whilst the SLT are responsible for the implementation of our Anti-Bullying Policy on day-to-day matters, the Governing Body is kept informed of any key strategies being implemented or incidents that occur. A Behaviour and Anti-Bullying Governor will support the SLT with action plans and implementing new ideas. They will be responsible for ensuring the Anti-Bullying ethos of the school is maintained.

## **Parents and Carers**

Our partnership with parents and carers is essential to ensuring A.R.H. is a bullying-free zone. Parents and carers will encourage their children to share any worries with a trusted adult at the school. They should inform their child's class teacher or a member of the Senior Management Team of any concerns, whether in person, by phone or by email. Parents and carers can expect an acceptable response from the school about any concerns within an agreed period of time. Surveys are sent out twice a year to parents and carers to help staff identify any patterns of bullying within the school and areas for development.

## **Children**

At Alderman Richard Hallam, children are expected to maintain a good standard of behaviour that does not involve bullying. They are expected to understand the importance

of reporting bullying in school that they witness, experience or hear about to a trusted member of staff.

### **Safeguarding**

In some instances, bullying and associated behaviour may constitute child-on-child abuse. These instances will be dealt with in line with our school's Safeguarding Policy.

### **Monitoring and Review**

All teaching and non-teaching staff are expected to log any incidences of bullying using SIMS which is installed on all classroom computers. On a half-termly basis, reports will be created by our Behaviour Leads to identify any patterns in times, locations and those involved to help the school to address any issues in the future. An action plan will be generated as part of this monitoring process to identify the success of this policy and the school's approach to bullying. The anti-bullying policy will be reviewed on an annual basis

### **Policy Links**

This policy is to be read in conjunction with the following other policies and documents:

- Behaviour policy
- Complaints policy
- Mental Health and Emotional Wellbeing policy
- Parent and Carer Code of Conduct
- Pupil Voice policy
- Safeguarding policy
- SEND policy
- Staff Code of Conduct