

# Ravensfield Primary School



## Anti-Bullying Policy

### **Introduction**

At Ravensfield Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Ravensfield Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy and our Online safety policy and PHSE curriculum.

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## **Principles**

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing the following:

Love

We respect and care about each other, ourselves and learning.

Honesty

We tell the truth. We are reflective; honest with others and ourselves.

Forgiveness

We forgive ourselves and others for mistakes. We trust that our mistakes will not be held against us.

Respect

We respect other people, ourselves and property.

Hope

We aspire to our best. We have ambition for the future. We never give up on our dreams.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Ravensfield Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates; including pupils with special educational needs and disabilities.

## **Aims**

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## **Bullying Definition**

At Ravensfield Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying can be one person or a group;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going – several times on purpose.

## **Types of Bullying**

### Cyber-Bullying

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

### Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

### Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Children with Special Educational Needs or Disabilities (SEND)
- Children entitled to Free School Meals
- Children from ethnic minorities
- Children for whom English is an Additional Language
- Looked After Children
- Gypsy, Roma and Traveller children
- Children who are perceived to be gay, lesbian, bisexual or transsexual

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents and carers is included on Dojo and on the School's website. E-

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safety workshops are held to raise parents and carers' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

### Code of Conduct

Our school rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

- **Do work hard**
- **Do be kind and helpful**
- **Do be gentle**
- **Do listen**
- **Do be honest**
- **Do look after property**

### **Behaviour Policy**

Our Behaviour Policy promotes positive relationships in order to prevent inappropriate behaviour. When behaviour is unkind, we focus on promoting empathy for others and changes to behaviours needed to prevent unpleasant behaviours recurring.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the headteacher/deputy headteacher or senior member of staff.

In any case of alleged bullying, either the classteacher, the headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and carers and pupil witnesses if necessary and appropriate.

In line with the school behaviour policy, the headteacher (or senior leader) will use a restorative approach. The perpetrator(s) should fully understand the consequences of their actions on the victim(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents and carers of both parties should be informed.

If the situation does not improve, the headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **The Role of Governors**

The governing body support the headteacher in all attempts to eliminate bullying from school. Governors will not condone any bullying at Ravensfield. They monitor incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to governors on the effectiveness of the anti-bullying policy.

If a parent is dissatisfied with the way the school has dealt with an incident, they should follow the school complaints procedure.

### **The Role of Parents and Carers**

Parents and carers have an important part to play in our anti-bullying policy. If they feel their child is a victim of bullying behaviour, they should inform school immediately. All complaints are taken seriously and appropriate action will follow. If a child has bullied your child please do not approach that child on the playground or their parents and carers or involve an older child to “deal” with the bully. Rather inform school immediately and support your child in asking for help.

### **The Role of Children**

Within school children have the opportunity to share their feelings and discuss these with an adult. Children are encouraged to speak out and all situations are handled sensitively. Children are made aware of how to share their feelings. Anti-bullying week is promoted in school and strategies to deal with bullying are introduced through the curriculum. Pupils views are sought through surveys and policy is reviewed by the School Council.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.