

Hobbayne Primary School

Anti-Bullying Policy



Our school has a responsibility to treat all stakeholders equally irrespective of 1) age 2) disability 3) gender reassignment 4) marriage and civil partnership 5) pregnancy and maternity 6) race 7) religion or belief 8) sex 9) sexual orientation and 10) socio-economic status.

This Policy has the following elements:

- Guiding Principles
- Procedures
- Curriculum
- Staff Training
- Monitoring and Review

Guiding Principles

Bullying is the repeated attack – physical, emotional, psychological, social, verbal, homophobic, racist, sexual, online/cyber and other – by an individual or group in a position of power on an individual or group who are powerless to resist, with the intention of causing distress. Please refer to the e-safety policy for more details of cyber bullying.

It is unacceptable behaviour. It happens in all schools and many young people are involved at some time. At Hobbayne Primary School, we are committed to creating a safe learning environment where young people can learn, play and talk about their worries, confident that an adult will listen and offer help.

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We want to create an ethos in which everyone in the school understands their role in not tolerating bullying, whether this be from the point of view of adults dealing with cases of bullying, individuals exhibiting bullying behaviour, victims of bullying or bystanders.

Our aim is to ensure the effective working of our behaviour policy, which is to create a happy, secure and rich learning environment for all pupils. This policy is for dealing with bullying at all levels within the school community:

- ◆ Pupil to pupil bullying
- ◆ Adult to pupil bullying
- ◆ Adult to adult bullying
- ◆ Pupil to adult bullying

To encourage disclosure we believe everyone in school must know that effective action will be taken but that it will not lead to punishment in the first instance. We believe that punishment does not work in many cases and can make things worse when the bully takes out further revenge on the victim the next time. Bullying is anti-social behaviour resorted to by people with inadequacies and we therefore need to respond in a way which will be helpful to their learning of improved behaviour. However, we recognise that where the “no-blame” approach to bullying does not have the desired effect of changing the behaviour of the bully, then the behaviour policy will come into effect and sanctions may be invoked.

Procedures

There are two separate stands of action in this policy – reaction and prevention

Reaction

This school will use a group problem-solving process which encourages peer responsibility for addressing bullying – the "no blame" approach. This is made up of seven separate steps. When bullying has been observed or reported then the following action should be taken.

1. Interview with the victim

When a teacher finds out that bullying has happened, he/she starts by talking to the victim about his/her feeling and asks who was involved.

2. Convene meeting with all the people involved.

Those involved can include bystanders or colluders who did not initiate any bullying.

3. Explain the problem

Make clear how the victim is feeling. The victim might express his/her feelings orally or in writing.

4. Share responsibility

Stated that the teacher knows that the group is responsible and can do something about it.

5. Ask the group for their ideas

Each member of the group should be encouraged to suggest ways in which the victim of bullying could be helped to feel happier. Allow those who have been harmed to have a say in how that harm is repaired. Allow those who have harmed to make amends and ultimately be reintegrated into the school community.

6. Leave it up to them

Arrange to meet to discuss how things are going.

7. Meeting again

Talk to those involved individually and as a group to review the situation.

This is a concerned approach to change behaviour. We will inform parents/carers of the alleged bully, victim and bystanders that the no-blame approach to a bullying incident is being used, and to keep them informed of progress. If there is a serious incident of violence or verbal abuse, or where the no-blame approach does not have the desired effect of changing behaviour, or where bullying is cumulative in effect, sanctions included in the school's behaviour policy should be considered. More information can be found by accessing the following link:

<http://www.hwdsb.on.ca/wp-content/uploads/2015/07/No-Blame-Approach-to-Bullying-BLAM.pdf>

If a member of staff feels unable to deal with a problem he/she must call in a senior member of staff or the P.S.H.E Co-ordinator to resolve the situation.

All non-teaching staff must report any incidents of bullying to a member of the teaching staff.

Prevention

Staff at Hobbayne

- Will ensure the circulation of adults in areas children have access to, both the playground and the school buildings
- Will make available channels for listening to people's concerns, and be sensitive to the time and place for discussing problems
- Will avoid derogatory nicknames and dominating or humiliating behaviour
- Will use the behaviour policy and code of conduct to recognise people's rights to
 - be physically safe

- to keep their own possessions
- to be free of insult and derogatory terms, including racist and sexist remarks
- not to be excluded from games and friendships without good reason

All children should take responsibility for their own actions and behaviour, and for all physical safety of others.

Curriculum

The Policy will be maintained by continuing to reference in the curriculum. The content of some topics will provide opportunities for exploring the issue of bullying. The way in which pupils are managed, opportunities for co-operative learning, group work and problem solving all help create a **Preventative Curriculum**. At Hobbayne, the P.S.H.E programme provide discrete curriculum opportunities to prevent bullying and help children develop the skills to report bullying.

These specific activities raise awareness of the whole-school approach to dealing with bullying.

- A yearly, high-status anti bullying or alternative friendship week.
- Whole school taking part in Blue Day to show our support for anti bullying.
- Through discreet PSHE units of work.
- Drama activities presented by pupils or visiting theatre groups.
- Use of the parachute and other team games to develop co-operative skills.
- Good Behaviour certificates in Key Stage 1 and 2.
- 5R Certificates to exemplify Responsibility, Readiness, Reflectiveness, Resilience and Resourcefulness across the whole school
- Training of and sustaining the Year 5/6 Playground Friends.

Staff training

General

At the start of each academic year all staff receive a general revision of the policy. The induction programme of the new teachers and other staff into the school will include meetings with the co-ordinator and senior staff to discuss the anti-bullying programme. It is the responsibility of the whole staff to be aware of the policy and to take appropriate action. The co-ordinator will also be responsible for attending meetings, making resources available and raising awareness of the programme. The anti-bullying policy will be presented to staff in a written document. Information will be given to parents and by announcement in Early Years, Infant and Junior Handbooks. The policy will be kept in the school office for parents to read on request and available on our website.

Equal Opportunities

This policy has been drawn up to help all children and staff feel happy and secure in the school. All children at Hobbayne are entitled to take part in the activities mentioned in the programme.

Recording, Monitoring and Review

Anti bullying is recorded and monitored through:

- The School Behaviour Report Forms (now on SIMs electronic recording system)
- SMSA feedback reports
- Pastoral Care Book Reports
- Feedback at staff or team meetings
- Data from the Health Related Behaviour Survey and Pupil Surveys.

An informal bi-annual review of the programme will be carried out to ascertain its effectiveness. These are measured using the pupil surveys and the Health Related Behaviour Survey. The Long-Term criteria will be

- Whether incidences of bullying has decreased
- Whether incidents are dealt with effectively
- Improved self-esteem

Policy Review:

Date of last review: October 2015

Next Review Date: February 2019

Policy reviewed on: February 2018 by Maria Barnes (Deputy Headteacher)