



Roselands & Stafford
Federation

Anti-bullying Policy

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Introduction

This Anti-Bullying Policy has been written to complement the school's Behaviour Policy. The latter, in its aims and targets for children's behaviour incorporates strategies for identifying and dealing with the kinds of inappropriate social interaction that can form the basis of a bullying culture within school. However, it is felt that a separate statement would be of use to help identify those incidents that are defined as 'bullying' and outline the processes and responsibilities by which staff and children may work together to combat these events.

Aim

The aim of our Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying behaviour is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the Roselands and Stafford Federation. If bullying behaviour does occur, all pupils (and parents/carers) should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Class Assemblies, whole school assemblies and subject areas, as appropriate. We will provide protective curriculum opportunities through the SEAL curriculum, and help children to develop assertiveness skills and to respect themselves and others as well as taking part in the annual Anti-Bullying Week.

Statement

The staff agree that any instance of bullying is very serious and any incident will be dealt with by the Federation Headteacher, Head of School, Deputy Headteacher or a member of SLT. It has been agreed that by empowering the children through the curriculum and class activities that they feel able to assert themselves appropriately and if necessary seek assistance in these circumstances. There will, however, always be incidents which will occur and need to be dealt with in a careful way with the involvement of all concerned.

Definition

It can be a problem in some instances to determine when an incident of aggressive behaviour becomes one of bullying. Young children do engage in rough play. This is part of their normal behaviour and we recognise that.

However, bullying could be said to be:

'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Three factors are implicit in bullying activities:

- Repetition of incident
- Imbalance of power
- The form the bullying takes: verbal
physical
psychological

Bullying may take many forms:

- i) **Physical bullying** (hitting, punching breaking/taking property)
- ii) **Verbal bullying** (name calling, put downs, threats)
- iii) **Indirect bullying** (spreading rumours or stories, exclusion from a group)
- iv) **Cyberbullying** (phone calls, text messages or e-mails/chat rooms)
- v) **Racist bullying** (racial taunts, graffiti, gestures)
- vi) **Sexual bullying** (unwanted physical contact or sexually abusive comments)
- vii) **Homophobic bullying** (focusing on the issue of sexuality).

Bullying incidents create real harm and need to be dealt with immediately. Bullies thrive on a sense of power and look for signs of weakness. They depend on a code of silence for their success and breaking that code is often the first step towards prevention.

Pro-Active Measures

Across the federation the following are in place to prevent incidences of bullying in the first place:

- i) Children know the anti-bullying steps (delivered via assemblies)
- ii) All children have access to a worry box in their class
- iii) Peer mediation services operate every lunch time
- iv) There is provision for vulnerable children
- v) Parents are regularly invited to share concerns via 'Federation News' if they have concerns
- vi) Play leaders
- vii) Friendship stops
- viii) Anti-Bullying Week every year that raises the profile of this issue and how to deal with it
- ix) SEALs curriculum

Against Bullying: Our School Approach

There are eight steps to this approach. Following identification of bullying incident(s) and those involved:

1. Interview the victim – gather facts, reassure
2. Convene a meeting of those involved (including bystanders/observers) to hear their viewpoint, not to unearth reasons
3. Explain the problem and share certain pieces of information with group/individual
4. Don't blame anybody, in preparation for next phase in order that reluctance to participate is not an issue
5. Ask group to create their own suggestions/code of behaviour to solve/stop problem with the help of a member of staff
6. The group or individual responsible will write up a 'contract' with the Headteacher. This contains an agreement and a time scale (one week) to monitor the effectiveness of the contract
7. Interview all individuals following time scale agreed. All children return on a weekly basis (even if there have been no further problems) for reassurance and the opportunity to receive praise
8. Parents to be informed at the appropriate stage of the process.

If parents bring an incident of bullying to the class teacher/school's attention the eight steps of the school's approach is put into action with all the parties being kept informed.

Documentation is kept and held by the Federation Headteacher, Head of School and Deputy. Incidences will also be recorded on SIMs and shared with the Governors via the Federation Headteacher's report.

N.B. Child protection concerns will be passed onto the designated child protection officer where appropriate.

What ALL adults in the school should do:

- Teach pupils how to deal with bullying/friendship problems
- Take bullying seriously when a pupil tells them about an incident
- Record on SIMs
- Listen to all sides
- Make time to sort things out
- Talk calmly to all pupils
- Sort things out quickly and effectively

What ALL pupils in the school should do:

- Follow the anti-bullying steps
- Respect each other
- Talk to each other, treat each other nicely
- Where possible try and understand why someone might be bullying
- Tell a teacher or another adult in school that they trust or tell a friend or parent/carer
- Understand how it might feel to be bullied
 - Pupils should be taught how to deal with friendship problems and bullying behaviour e.g. how to stay calm when upset and how to use conflict resolution skills.

What ALL parents/carers should do:

- Be role models for young people
- Not tell young people to fight back
- Not try to resolve issues by approaching other parents/children themselves
- Tell school/teacher about the bullying
- Stay calm
- Work with the school to try and resolve the problem.

The Curriculum

The aims of our school curriculum are:

- i) To enable all children to learn and develop their skills to the best of their ability;
- ii) To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid base for lifelong learning
- iii) To teach children the basic skills of literacy, numeracy and ICT which will contribute to their future economic well-being
- iv) To enable children to be creative and to develop their own thinking;
- v) To teach children about the developing world, including how their

- environment and society have changed over time
- vi) To help children understand Britain's cultural heritage
 - vii) To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
 - viii) To enable children to be positive citizens;
 - ix) To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
 - x) To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
 - xi) To help children understand the importance of truth and fairness, so they grow up committed to equal opportunities for all
 - xii) To enable children to have respect for themselves and high self-esteem and to live and work cooperatively with others
 - xiii) To develop children as independent and active learners
 - xiv) To ensure children are safeguarded by teaching them to be aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

Crime and Behaviour

The police have issued a statement and procedures to follow if there is an incident regarding behaviour and a criminal offence. The school will follow these procedures should it be necessary