



# RIVINGTON FOUNDATION PRIMARY ANTI-BULLYING POLICY

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential in the school setting, as part of the Rivington family and as members of the wider community:

**‘Growing Together - Creating visions of the future through today’s strong foundations.’**

**Our ethos, through our Mission Statement, underpins all that we do for the benefit of our children.**

## **Our Aims:**

**We aim to create a secure, stimulating and caring environment where children can develop and thrive. A place where a feeling of self-worth is fostered and individuals can feel happy valued and confident.**

**It is our aim that each child reaches his or her full potential. We want every child to become the best that he or she can possibly be. We expect all members of our school's community to 'Choose Kind'.**

**We aim to offer the highest academic standards set within an exciting and innovative curriculum. We will endeavour to create, inspire and arouse a life-long passion for learning. As a staff, we will model ourselves as learners who are also hungry to discover, learn and improve. We will deliver lessons which use innovative and**

**trusted methods which will absorb and motivate our pupils. We regularly use our rich and beautiful outdoor environment as a means of presenting and accessing our curriculum.**

**We believe that we are preparing our pupils not just for their further schooling but for life beyond this. We regard a child's primary school years at Rivington as forming a foundation on which they will build their further education and future lives. We are always mindful that our children's experiences during their early years at Rivington will, in large, shape the adults that they will become.**

**Therefore, during their time with us, we aim to offer a curriculum that is broad, rich and balanced - one which shapes the 'whole child'.**

**We are a 'kind' school and we are welcoming to all.**



# Anti-Bullying Procedures

The named contact for bullying incidents and concerns is: Alison Green, Amanda Davies or Sarah Annette(headteacher). It is the responsibility of the class teacher to log all incidents and concerns regarding bullying within the 'pupil concern log' folder.

## Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, the Leadership Team, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

## Objectives

1. To prevent and tackle bullying.
2. To promote positive relationships and identify and tackle bullying appropriately.
3. To ensure that all pupils feel safe and are confident of how to stay safe in a variety of contexts: cyber bullying, within school and outside.

## Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally**”. Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms for instance, (cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.



Bullying might be motivated by actual differences between children or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Bullying usually involves the following three points:

1. Multiple occurrences
2. Deliberate act
3. Emphasis of an imbalance of power.

## Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture (Also refer to racial incident policy).
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

## Staff actions

- Staff action consists of using the '4R' method;
  1. Record - has a note been made of the key details?
  2. Respond - had the incident been followed up?
  3. Resolve - are the parties concerned happy with the outcome?
  4. Report - has the single central point of reference and parents been informed?
- Any incident that could potentially be deemed as a 'Bullying Incident' is recorded in the behaviour log.
- All staff have a responsibility to ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils adhere to the anti-bullying policy.
- Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints.
- Staff will seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.



## Pupil Actions

Pupils are required to follow the Anti-Bullying Code

### **A**lways tell someone

Tell a responsible adult or a friend. Someone to resolve the situation. You WILL be taken seriously.

### **B**e positive

Try not to let the bully see that you're upset.

Say no and walk away confidently.

### **C**are for each other

You have a responsibility to tell an adult if you know some one is being bullied. Don't be a bystander!

All pupils are issued with a copy of the Anti-Bullying Contract which is reviewed with the class teacher before being signed by the pupils.

## Preventing, identifying and responding to bullying

### **We will:**

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children - Y5/6 Library/Treehouse.
- Ensure pupils know where to locate the class 'Worry box' and how to use it.

## Involvement of pupils

### **We will:**

- Regularly canvas children's views on the extent and nature of bullying using various methods such as questionnaires, displays and the School council.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure the children are aware of the schools ABC code; Always tell someone, Be positive, Care for each other.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

## Liaison with parents and carers

### **We will:**

- Ensure that parents / carers know whom to contact if they are worried about bullying.



- Ensure parents / carers know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to Bullying.

## Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience and more accessories as people forward on content at a click. It is equally harmful because: it is the invasion of home and personal space it can be perpetuated at any time people who cyber bully have a perception of anonymity bystanders can easily become perpetrators by passing on text messages

Bullying, therefore, is not having a single argument or fight with someone and it isn't saying something bad to someone once when you are upset or angry. Underlying principle Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

If we recognise that occasionally bullying does occur we are more able to deal with any incidents successfully.

Our aim, as a school, is to produce a safe, secure and harmonious environment where all can learn without anxiety and free from fear or intimidation. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

## The role of teachers and support staff

All staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

Teachers keep a written log of all incidents relating to pupils' unacceptable behaviour in their class. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the class teacher & headteacher.



Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time then the teacher informs the child's parents or carers. The parents of the bully are informed to enlist their support. In the headteacher's room there is a Serious Incidents logbook in which reference is made to incidents of bullying that occur both in and out of class.

We now also reference incidents that may occur outside the school grounds, or on the children's way between school and home.

When any bullying takes place between members of a class the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the perpetrator. Time is spent talking to the perpetrator, explaining why his/her action was wrong. The child is then encouraged to change his/her behaviour in future.

If a child is repeatedly involved in bullying other children we inform the SENCO. We then invite the child's parents into the school to discuss the situation. At this point the child may well have an Individual Behaviour Agreement (IBA) to support his/her behaviour problems.

In more extreme cases where these initial discussions and IBA have proven ineffective, the headteacher may contact external support agencies such as LEIS or Golden Hill short stay school.

In extreme cases the headteacher may decide to exclude a child for a fixed period of time or permanently.

All members of staff are reminded annually of the school's policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play & stories within the formal curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## The role of parents & carers

Parents & carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure. Parents have a responsibility to



support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. Pupils have developed their own anti-bullying code which can be seen in classrooms and around the school.

## The role of the Headteacher

It is the responsibility of the headteacher to implement the school's Anti-Bullying policy and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of bullying.

The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

Through the headteacher, all staff are responsible for ensuring that all children know bullying is wrong and that it is totally unacceptable behaviour in this school.

The headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school community bullying is far less likely to be part of their behaviour.

## The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Governors monitor incidents of bullying and review the effectiveness of this policy via the headteacher. They require the headteacher to keep accurate records of all incidents of bullying, and to report to them, on request, about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying.



In all cases the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## Best Practice

We involve parents to ensure that they clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied

We involve pupils by helping them to understand the school's approach to bullying so that they are clear about the role they play to prevent bullying, including when they find themselves as bystanders.

We regularly evaluate our approach to take account of developments in technology, e.g. updating 'acceptable use' use policy.

We implement disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

We discuss bullying and its associated themes regularly through Collective Worship, Lancashire PSHE Scheme of work , R.E., and other subject areas.

Pupils are given opportunities to talk about bullying during these sessions and at School Council meetings. To raise self-esteem and encourage co-operative behaviour children are praised and given recognition for their good behaviour and other achievements through the weekly team point and class certificate system.

We make use of specific organisations or resources in the wider community (when necessary) for help with particular problems e.g. police, Children's Services, Childline, Barnardos. This may be where bullying is particularly serious or persistent and where a criminal offence may have been committed.

We make it easy for children to report bullying so that they are assured that they will be listened to and incidents acted on. We try to create an inclusive, safe environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination. We celebrate our successes so that we create a positive school ethos around the issue of bullying.

## Strategies and practices

To encourage children to report incidents of bullying they are made aware that:

- it is alright to tell
- we do not regard this as "telling tales"
- once they have told, something will be done about it
- it will be dealt with in a sensitive and serious manner. When bullying occurs we understand:



- That there are no stereo-types
- That bullying occurs with boys and girls of all ages
- That sometimes the bully does not realise that what he/she is doing is bullying.

Bullying can take many forms and includes:

- Bullying relating to race, religion or culture
- Bullying relating to special educational needs or disabilities
- Bullying relating to appearance, health or medical conditions
- Bullying relating to home circumstances
- Bullying relating to sexual orientation
- Sexist or sexual bullying

Building on the school's existing policies The school's Mission Statement, Behaviour Management Policy, P.S.H.E. Policy, Home School Agreement, Race Equality Policy, Equal Opportunities Policy, Online-safety policy, Inclusion Policy and classroom code of conduct have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people.

The Anti-Bullying initiatives reflect the principles contained in these documents.

### Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. If necessary governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy is reviewed every two years or earlier if necessary.

The next review will be in the Autumn Term 2018.



## Guidance and advice Staff response to alleged bullying

- Remain calm and take charge. An emotional response may add to the bully's fun or give control to the bully.
- Take the incident seriously and act on it as quickly as possible.
- Inform all appropriate persons - Senior Leadership Team, class teachers, TAs and lunchtime supervisors so that they can continue to be vigilant in all areas.
- Inform parents on both sides in order to:
  - i) explain the events and how the incident has been dealt with
  - ii) reassure them that the incident will not linger on or be held against anyone
  - iii) gain their support in dealing with the issues
- Preventative tactics In an effort to prevent bullying taking place, we ensure the following.
  - All pupils gain personal and social skills through P.S.H.E., citizenship and other curriculum areas.
  - Anti- Bullying education is such an important area of school life that the whole school works on issues relating to bullying at the same time at least each term.
  - Pupils continue to be supported by checking they know how to speak out.
  - Pupils are reminded regularly about our behaviour policy and the way we deal with bullying.



## Advice for children if they witness bullying:

Pupils are required to follow the Anti-Bullying Code

### **Always tell someone**

Tell a responsible adult or a friend - someone to resolve the situation. You WILL be taken seriously.

### **Be positive**

Try not to let the bully see that you're upset.

Say no and walk away confidently.

### **Care for each other**

You have a responsibility to tell an adult if you know someone is being bullied. Don't be a bystander!

All pupils are issued with a copy of the Anti-Bullying Contract which is reviewed with the class teacher before being signed by the pupils.

- Take action - don't ignore it.
- Tell an adult immediately.
- Do not tolerate bullying behaviour in others. If you are being bullied
- Tell an adult
- Do not give into demands
- Walk away from the situation
- Walk 'tall' and be confident
- Ignore nasty comments and insults

If you find yourself the victim of group bullying, remember that most of the group will simply be following the ring-leader. They will also be frightened of not fitting in as the bullies attention may turn to them. Remember, seeming upset will show the bullies that they are winning.



## FURTHER SOURCES OF INFORMATION

### DfE resources

Link to Behaviour And Discipline In Schools - Guidance For Head Teachers And School Staff

Make Them Go Away (SEND DVD):

[http://www.youtube.com/user/educationgovuk#p/u/6/ug\\_8lY52B1Q](http://www.youtube.com/user/educationgovuk#p/u/6/ug_8lY52B1Q)

Lets Fight it Together (Cyberbullying DVD):

<http://www.youtube.com/watch?v=dubA2vhllrg>

### Legislative links

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5) <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010 [http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

### Resources from external organisations

[The Anti-Bullying Alliance](#)  
bullying.

General bullying issues with expertise in SEND

[Mencap](#)

[Stonewall](#)  
issues

Expertise in homophobic bullying and LGBT

[EACH](#)

[Schools Out](#)

[BeatBullying](#)  
[ChildNet](#)

Expertise in cyber-bullying

