



TATTENHALL PARK PRIMARY SCHOOL



ANTIBULLYING POLICY

SEPTEMBER 2020
REVIEW DATE SEPTEMBER 2022

Rationale:

We provide a safe and inclusive learning environment where everyone is valued and encouraged to be the best that they can be.

Our Vision

“Roots to grow; wings to fly.”

Our Mission Statement

Everyone achieves their potential.

Our Values

We respect; we enjoy; we believe.

Our Aims

For children to:

- be inspired to be lifelong learners who are resilient, creative, reflective and independent value and respect themselves and each other as individuals with equal rights and responsibilities; respecting differences.
- be given a strong foundation in their moral and spiritual life.
- be inspired by the environment in which they live and learn and to become responsible citizens locally, nationally and globally.
- make choices which will enable them to be safe and healthy in body, mind and spirit.

Anti- Bullying Policy

Definition of Bullying: The Anti-bullying Alliance defines bullying as

‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’

At Tattenhall Park we help children to understand the difference between falling out with friends, being a bit mean and recognising the signs that they might be experiencing bullying. Bullying is persistent, there’s an intent to cause harm and there’s an abuse of power.

We have clear strategies for preventing, countering and responding to bullying.

Standards (as recommended by CWACs Anti-bullying Strategy)

1. To have a named individual who is responsible for the school’s anti-bullying policy and takes the lead in ensuring effective anti-bullying practice: Mrs Hawkins (Headteacher)
2. To have prevention strategies in place which create a safe and respectful environment for all in the school community (see below)
3. To have an anti-bullying policy and procedures in place which have been informed by the whole school community, including pupils, parents/carers and school staff, and are reviewed annually
4. To have effective recording, monitoring, and reporting systems in place for bullying incidents in line with agreed procedures.
5. To have a consistent approach when bullying occurs in line with the school policy and procedures, with support available for both the victim and the bully
6. To have staff who are aware of their responsibilities in relation to anti-bullying and relevant

training given.

Links to all standards and additional material can be found on: www.anti-bullyingalliance.org.uk

Prevention Strategies

We have clear guidelines which are described under the following headings:

- a) Management - including procedure for recording incident
- b) Organisation - of staff and facilities
- c) Curriculum - including embedding values on a two year rolling programme, assemblies, PSHE, SUMO, SEAL and Anti-Bullying week focus.
- d) Pastoral support- through Emotional Literacy Support Assistant (Staff training pending so currently ELSA style support is offered)
- e) Working in partnership with parents

Management

The pupils know that they can approach any member of staff to report and or discuss bullying. Every member of staff has been trained on how to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy.

Any reports or incidents of bullying must be recorded on a '*Record of Concern*' form and a copy given to Mrs Hawkins, Mrs Davies or Mrs d'Albert Dodd who will investigate further. In the vast majority of cases that are investigated, it is clearly established that rather than bullying, children have fallen out, have been unkind, have acted without thinking, have not been aware of the consequences of often minor actions and the impact this has had on other. It is important to establish at this stage, whether bullying has actually taken place or not. In the majority of cases, parents will still be contacted.

In clear cases of bullying, both sets of parents will be contacted and asked to come into school for a meeting with the Headteacher, Deputy and often the class teacher. Minutes will be taken at the meeting, shared with both sets of parents and kept on file.

Method of Recording

Accurate records are needed. We have a clear format for recording incidents. Both sets of parents/carers will be informed.

Headings: -

- Who
- Where
- When
- What Happened?
- Action Taken
- How was incident followed up?

We talk to each child individually and record information. It is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions.

Intervention

Once a formal allegation of bullying has been made, and both sets of parents have attended a meeting at school, the class teacher (or another key worker) will implement daily check-ins with either the victim, the perpetrator, or both. These check-ins will take place at key points throughout the day, usually after morning break, after lunch-break and at the end of the day and will be recorded and shared with parents on a weekly basis. If the bullying behaviour persists after this intervention, both sets of parents will be invited in for further meetings and to discuss ways forward.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour. Victims need support from their parents and teachers to help them to increase their self-esteem and social skills. Children who have engaged in bullying behaviours need to develop social skills and will need help from parents and teachers to change their behaviour.

Curriculum

Anti-Bullying awareness and social skills are included in PSHE and Citizenship programmes often delivered in circle time. We follow the PSHE scheme which involves an Autumn term Anti-bullying week project each year.

PSHE is used by teachers to: Identify problems; analyse problems; discuss solutions; review progress.

Pupils need to be encouraged to be assertive from an early age. This can be practised in role play in circle time in order that they become familiar with techniques to use.

- making verbal assertive statements (eg "I don't like you doing that")
- resisting manipulation and threats
- leaving a bullying situation
- enlisting support from others
- boosting own self-esteem
- remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response.

Pupils can:-

1. Make sure that no-one is left out of a group.
2. Ensure that they do not smile or laugh at bullying.
3. Tell a member of staff.
4. Tell bully (bullies) to stop.
5. Show that they do not approve

Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic language happen across any area of school life, including in the corridors, online and in the playground, and affects lots of different groups of pupils, not just those who are lesbian, gay, bisexual or transgender. While sometimes dismissed as 'harmless banter', homophobic, biphobic and transphobic language has a damaging effect on young people's self-esteem and, left unchecked, gives the impression that being lesbian, gay, bisexual or transgender is shameful or wrong. The prejudicial attitudes that young people can develop because of homophobic, biphobic and transphobic language can also lead to more serious bullying down the line, or in some cases, hate crimes or hate incidents that go beyond the school community.

Sometimes pupils who don't conform to gender stereotypes experience homophobic, biphobic and transphobic language, simply because they like activities or dress in ways that don't fit with others' views about 'what boys are like' or 'what girls are like'. The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others.

We have a zero tolerance for the use of phrases like 'that's so gay' or 'you're so gay' which are the most common form of homophobic language. 99 per cent of lesbian, gay and bisexual young people report hearing the casual use of these phrases in school. These comments are sometimes directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is bad or 'rubbish', with no conscious link to sexualorientation at all, for example 'those trainers are so gay' (to mean uncool) or 'stop being so gay' (to mean stop being so annoying). At Tattenhall Park we will always challenge this use of 'gay', as by not doing so this can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative

We acknowledge the school's legal duties under the Equality Act 2010 and the protected characteristics of sexual orientation & gender identity. Derogatory language – used by staff or pupils on these same grounds is unacceptable. Derogatory language will be challenged and recorded by staff on a 'Child Causing Concern' form. Incidents are monitored closely by senior leadership and reports are regularly sent to governors. Appropriate follow-up actions and sanctions will be taken, including with staff who use homophobic, biphobic and transphobic language.

All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others.

This is a growing problem as children and young people use technology more and

Cyber-Bullying

This is a growing problem as children and young people use technology more and more. According to research carried out for the Anti-Bullying Alliance in the UK, around half of young people reported being the target of cyber bullying. The real worry about cyber bullying is that it can affect people anywhere and can have a very wide audience. So, what is cyber bullying?

Cyber bullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet to deliberately upset someone else.

For example:

- Sending nasty or threatening text messages

- Sending horrible photos or video clips of someone to other people
- Making silent or threatening phone calls
- Sending unwanted emails to someone, sending hurtful emails about someone or sending emails from someone else's address
- Sending threatening or upsetting messages to someone in a chat room or through instant messaging
- Putting pictures, blogs, pages or messages about someone on social networking or other web sites.

Top Tips on dealing with and preventing cyber bullying:

People who cyber bully may be fined or sent to prison for up to six months!

As with all bullying, your child should never retaliate, It could make the situation worse.

- Talk with your child about cyber bullying. Make sure that they know they should always tell you if and when they are being cyber bullied.
- Your child is as likely to cyber bully as to be cyber bullied, simply by not thinking about what they are doing. Make sure that your children know they must guard even the most casual text message and watch their own written words.
- Save the evidence – text, emails, records of chat conversations will all help if there is a problem. You can keep a copy of any bullying message by using the “Print Screen” key on your computer keyboard and copying the message into your word processing program.
- Report any problems – it is important to let your child know where and how to report if they are the victim of cyber bullying, for example, the school, the service provider or even the police.
- Learn about the technology and the safety precautions that are available. Do this with your child if you can – they probably know more than you and it provides a good opportunity to talk about the issues. Some things you need to find out include:
 - How to set things to ‘private’
 - How to ‘block’ people
 - How to report problems
 - How to keep records of online conversations
 - What sites and services your child likes to use
- Finally, remind them to treat others how they want to be treated online and on their phone.

For more information, please see the ‘e-safety’ page on our school website under ‘safeguarding’ or follow the links below:

<http://www.anti-bullyingalliance.org.uk/anti-bullying-week/info-for-parents-and-carers/>

<http://www.anti-bullyingalliance.org.uk/parenttool>

Appendix 1- Record of Concerns Form

Tattenhall Park Primary School Dashboard Reporting Planner Library Admin Account Settings Add Incident 35 LOGOUT

There are possible [student transfers](#) awaiting your action.

[← Back](#)

Incident

Categories

Attainment Attendance Behaviour Bullying/ Friendship Issues Cause for Concern Child Contact Child Protection Communication
 Contact with External Agency Home Issues/ Parenting Issues Medical Issues Parental Contact Safeguarding SEND Team Teach Incident
 Verbal and Aggressive Incidents

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Body map

Date/Time

Status

Active

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

[Add Incident](#)

Appendix 2- Bullying Incident Report Form- Please use black ink

Name of Child:	Date of Incident:
Year Group:	Reported to: (name of adult disclosed to)
Who was involved?	
Where did this happen?	
What happened?	
What action has been taken? Which member of the SLT was this reported to?	
How was the incident followed up? By who and when?	
Parents informed? When and by whom?	