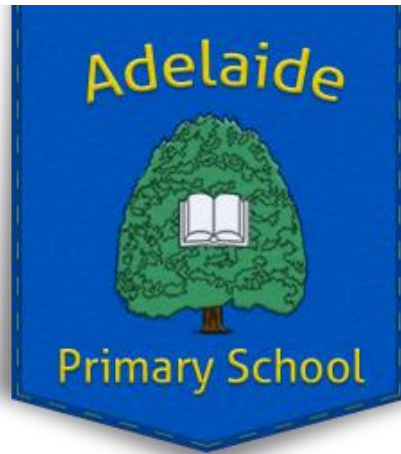


# Adelaide Primary School



## Anti-Bullying Policy

### ETHOS AND VALUES

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

Ratified by Governors: January 2019

To be updated: January 2020

**Adelaide Primary School**

## **Anti-Bullying Policy**

Other related school policies that support this Anti Bullying Policy include Behaviour, E safety & Health & Safety.

- Head teacher responsible: P Plumridge
- Child Protection: S Adkinson / Catherine Whitelam (Safeguarding Lead), E Cooke (Safeguarding Coordinator)
- Safeguarding Governor: Eve Ridgeway
- Emotional Well Being: E Cooke & K Brady
- E Safety: S Adkinson / Catherine Whitelam
- PSHE Lead: L Phillips

### **Introduction**

Bullying hurts. Everyone has the right to be treated with respect.

Bullying of any kind is unacceptable at our school.

We are committed to providing a caring, friendly and safe environment so all pupils can learn in a relaxed and secure atmosphere.

If bullying does occur, all pupils should be able to tell someone and feel assured that incidents will be dealt with promptly and effectively.

Anyone who knows that bullying is happening is expected to report it.

Pupils who are bullying need to be supported in learning more appropriate ways of behaving.

At Adelaide Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

### **What is bullying?**

Bullying is the repeated use of aggression with the intention of causing pain and distress to the victim.

Bullying can be:

- Emotional – being unfriendly, excluding someone, and tormenting e.g. hiding books, threatening gestures.
- Physical – any use of violence e.g. pushing, hitting, kicking.
- Racist/Religion– racial taunts, graffiti, gestures, segregation.
- Sexual - unwanted physical contact or sexually abusive contacts.
- Homophobic – because of, or focussing on the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- On-line – all areas of ICT e.g. misuse of email, facebook, chat room, threats made by phone calls or texts, misuse of camera or video.

Those affected by physical disabilities or SEN issues can be particularly vulnerable of the above.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Governing Body will:

- Support the Head Teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Appoint a member of the governing body to have a specific responsibility for bullying.

### **Head Teacher**

The Head Teacher is responsible for implementing the anti-bullying policy and will ensure that:

- Bullying is addressed as an issue in the curriculum.
- All staff receives training that addresses bullying behaviour.
- The governing body is regularly provided with information regarding issues concerning behaviour management, including bullying.
- A senior member of staff is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

### **Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school.

#### **All members of staff will:**

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which support the school policy
- Emphasise and behave in a respectful and caring manner to create a positive atmosphere
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's policy

### **Parents/Carers**

We expect that parents/carers will understand and engage in everything that is being done to ensure their child enjoys, and is safe, at our school, and that they will

support us in helping us meet our aims. We want them to feel confident that everything is being done to ensure all children are happy and safe at school.

## **Pupils**

We expect that pupils will:

- Support the Head Teacher and staff in the implementation of this policy.
- Will not bully anyone else, or encourage, or support bullying by others.
- Will tell a trusted adult e.g. member of staff or parent, if they are feeling bullied.
- Will report to a trusted adult e.g. member of staff or parent, if they know or suspect that someone else is being bullied.
- Recognise that being a bystander is not acceptable, and understand how their silence supports bullying and makes them partly responsible for what happens to the victim of bullying.

## **Prevention Methods**

Adelaide Primary School actively encourages positive relationships throughout the school and gives opportunity for discussion and problem solving. All children take part in daily restorative circles in addition to:

- School/class/circle rules
- Themed class assemblies
- ICT and PSHE curriculum
- Friendship groups and family groups
- Playground buddies
- National awareness weeks
- Emotional Wellbeing Worker
- E-Safety week
- School Council involvement in ideas to promote awareness e.g. leaflet and poster design.
- Use of worry box

## **Procedures**

When a bullying issue is identified or reported, the class teacher, Emotional Wellbeing Worker, or the Child Protection Co Ordinator will investigate and establish the facts. A restorative process draws all involved together, including witnesses where necessary, and attempts to resolve the issue and repair the harm, giving a chance for apologies and a way forward for all parties.

- Parents will be made aware of the process. In more serious incidents the parents will be involved. Any sanctions will be discussed and agreed within the process.
- A report of the incident is recorded by the Emotional Wellbeing Worker. This includes the noting of involvement of parents,

outcomes and sanctions. Once an incident has been logged, regular checks will take place (daily in first instance, then weekly, half termly) to ensure no further problems occur and all parties feel safe and happy.

- Other agencies may be consulted for additional support or advice eg.
- Anti-bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Barnados [www.barnados.org.uk](http://www.barnados.org.uk)
- The Community Anti-bullying Project
- Kidzaware [www.kidzaware.co.uk](http://www.kidzaware.co.uk)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Support is also sought from other agencies which may include: the school nurse team, and the Hull Centre for Restorative Practice, The PRU if appropriate.

In the instance of out of school issues, eg online bullying, although this may be an out of school issue, the school has the powers to discipline pupils “to such an extent as is reasonable”. At Adelaide Primary we believe that prevention is better than cure therefore, we embed good safe ICT practice into all our teaching and learning, plus children are regularly reminded of E-Safety. Please refer to the school’s E-Safety policy.

Signs and Symptoms for adults to monitor:

- Change in eating/sleeping patterns
- Wanting more/less attention
- Reluctant to go to school
- Complaining of feeling ill before school
- Anxiousness, withdrawn, lack of confidence
- Self harming
- Unexplained cuts and bruises
- Deterioration in school work
- Change in general behaviour/attitude
- Bullying siblings or other children

If any of the above is noted, it is important to treat the matter seriously. Incidents should be logged to identify any bullying issue. Any details need to be reported to the class teacher, emotional wellbeing worker, or the anti-bullying coordinator so that the matter may be investigated fully and dealt with.

### **Complaints Procedures**

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher. If they remain dissatisfied, they should follow the school’s complaints procedures.

This policy should be read in conjunction with the following Policies -

- Attendance
- Safeguarding/Child Protection
- Behaviour
- E Safeguarding
- Complaints procedures
- Positive handling
- Whistle Blowing