



## Charvil Piggott Primary School

*'...to be a school which inspires and encourages the highest achievement'*

### ANTI-BULLYING POLICY

**Date last reviewed:** Spring Term 2019

**Responsibility:** Deputy Head (Pastoral) and SMSC and Collective Worship Committee

**Review Period:** Annually

#### THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Nurturing a community where all of its members can develop and learn in a safe and secure environment that celebrates and promotes individuality.
2. Helping to protect all members of the community from harmful or abusive behaviour.
3. Addressing bullying behaviour in a positive and constructive way in order to promote acceptance and inclusion rooted in the school's values.

#### THE OBJECTIVES OF THIS POLICY WILL BE:

1. To create a school community where all individuals are valued, regardless of race, wealth, gender, sexual orientation or disability
2. To create an environment where all staff and students can feel safe, happy and confident to achieve their personal best.
3. To secure a zero tolerance approach to bullying behavior where all members of the community understand how to report a concern and feel confident that support will be provided.
4. To create a learning environment based on mutual respect, fairness and equality where bullying does not occur.
5. To promote and model the school values, which are shared by Christianity and other faiths.

#### FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

1. To ensure that agreed procedures are known, acted upon consistently and monitored by the Leadership Team and all staff members.
2. To ensure that these procedures are reviewed regularly whilst monitoring and reviewing impact.
3. To ensure there is shared responsibility between school staff, parents/carers and other professionals involved with students who are the victims or perpetrators of bullying behaviours.

#### FOR THE PURPOSES OF THIS POLICY, THE GOVERNORS DEFINE BULLYING AS:

1. Aggressive, insulting or intrusive behaviour by an individual or group towards another, which is repeated over a period of time in order to intentionally hurt or cause harm.
2. Behaviour which may produce feelings of discrimination, prejudice, isolation or low self-esteem in others.
3. Behaviour which affects pupils' attitudes to learning and performance at school
4. Behaviour which can lead to serious distress with long-term damage to social and emotional development.

## **Anti-Bullying procedures:**

### **Definition of bullying**

Bullying is repeated behavior that intends to hurt an individual or group, either physically or emotionally. The behaviour may include physical action, psychological or emotional intimidation, verbal abuse or cyber bullying via online communications. Bullying behaviour can be direct or indirect and usually results in an imbalance of power. The bullying behaviour may involve any of the following:

- racist, sexist or homophobic behaviour
- physical violence and threats
- verbal assaults and taunts
- the destruction of property
- withdrawing of friendship and/or isolation
- malicious gossip
- sexual harassment
- cyber bullying

### **Strategies for the prevention of bullying.**

All members of the school community are fully committed to the prevention of bullying through the following strategies :

- The promotion of The Piggott School values
- The Anti-bullying charter is included in all student planners
- On induction to the school, students will learn how to report a concern and be encouraged to proactively support the zero tolerance approach to bullying.
- A robust curriculum where students learn about the implications of bullying and how to actively stop any bullying from occurring.
- A learning experience that promotes self-confidence, resilience and aspiration for individuals. Celebration of success to be central to the ethos of the school community.
- Role modeling and accountability of all members of the school community in promoting equality, acceptance and inclusion.
- A clear and transparent procedure for reporting concerns promoting confidence for victims of bullying.
- Intervention, support and guidance for any students displaying bullying behaviour.
- Training for staff in recognizing bullying behaviours and how to complete successful intervention with students.
- Effective supervision of pupils during social times; staff modelling and promoting social inclusion.
- The promotion of an inclusive environment where pupils are encouraged to share concerns regarding bullying and feel confident that they will be listened to.
- Education and awareness for parents regarding how to actively support their children.
- Accurate record keeping of all incidents of bullying. Regular monitoring and reviewing of impact will inform improvements in practice.

### **Management of a bullying incident.**

All members of the school community should feel confident that any concern reported will be taken seriously. Honesty and transparency is key to building successful relationships and supporting both the perpetrator and the victim.

All concerns reported will be treated sensitively, with a balanced and appropriate response to each case individually.

A full investigation should be completed and conclusions should be evidenced based. Given that bullying behavior is often reoccurring, record keeping is key. Attention should be given to tracking and recording events leading up to and beyond the reported concern. Support and intervention will be provided for all parties in order to complete reparation work and eliminate the risk of further concern. Please find below a list of interventions that may be applied when supporting the victim or the perpetrator.

- Communication with all parties named within the concern reported.
- Affirmation and reassurance to the victim will provide a secure foundation for information sharing.

- Restorative justice or mediation – a very powerful tool in supporting the reestablishment of relationships between affected parties.
- Targeted intervention for individuals – Counselling, mentoring, leadership.
- Peer mentoring – role modelling, support and guidance.
- Where necessary, normal school sanctions should apply in order to secure boundaries.
- Monitoring of individual performance – learning, progress and conduct.
- Referral to specialist external agencies as necessary.

### **Monitoring and Evaluating**

Senior staff and Governors will evaluate the effectiveness of these procedures and agree adjustments that may be necessary to address any on-going concerns on a regular basis and/or in relation to any incidents that arise.

SIMs database will be used by the pastoral team to monitor and track patterns of behavior. Effective and timely interventions will ensure that the safe and secure environment is achieved.