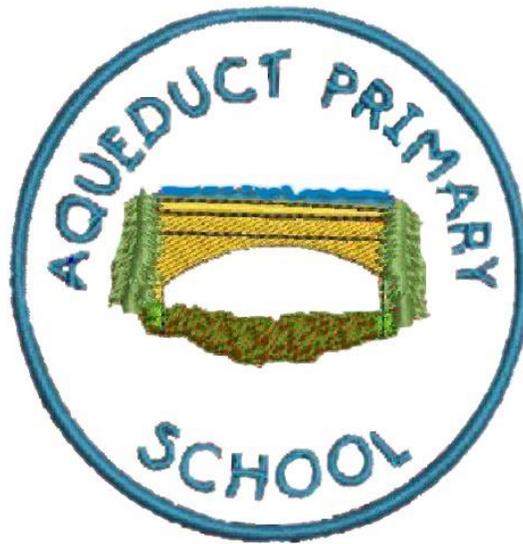


Aqueduct Primary School Anti-Bullying Policy



2020 - 2021

Designated Safeguard Leads	Tammy Lockley, Jo Clarke, Ash Palin, Cara Duppa, Eloise Harrow and Lisa Batchelor
Discussed and Agreed by Governing Body	Updated Jan 2021
Discussed and Agreed by All Staff	January 2021
Next Review Date	January 2022

AQUEDUCT PRIMARY SCHOOL – ANTI-BULLYING POLICY

SCHOOL ETHOS

At Aqueduct school, all forms of bullying are unacceptable. We are aware that sometimes there are some children who bully, and some children who are bullied, but we continually work to develop a supportive ethos that allows children to feel they can ask for help and develop strategies to use to help themselves and build confidence, thus raising self-esteem. This policy has been drawn up in partnership with Parents, Children, School Staff, the Healthy School's task force including Governors.

The Designated Safeguarding Leads for safeguarding in school are;

- Tammy Lockley
 - Jo Clarke
 - Ash Palin
 - Cara Duppa
 - Eloise Harrow
 - Lisa Batchelor
- Governor with responsibility for safeguarding - Miss Louise Aubrey

An integrated approach to bullying issues is achieved by:

- ❖ Planned Personal, Social, Health and Citizenship Education on a termly and weekly basis.
- ❖ Planned circle times, which follow our SMSC Scheme of Work, and use of circle time to support and deal with any concerns or problems that may arise.
- ❖ Children who have been trained as peer supporters, these are called 'Playground Pals' (Safeguarding Board Members) are available on the playground, at playtime and lunchtime to support other children with any difficulties. The Safe Guarding Board, wear orange tabards, labelled 'Playground Pal' to denote their role.
- ❖ Year 5 & 6 children provide support for new children in the foundation stage during lunchtimes for as long as it is perceived to be necessary by the individual children or the Foundation Stage manager. Victoria Mason (Behaviour Lead) also organises 'drop in' times at breakfast, break and lunchtimes where children can talk with her about any worries they may have.
- ❖ When a child joins the school at a different point of the academic year, the class teacher allocates a buddy to support the child. This happens regardless of the age of the child. The class teachers monitor the settling in period and additional support is given to the child, if required.
- ❖ The school is part of the Healthy Schools Initiative. This is a way to involve all members of the school community in the development of important issues surrounding the whole child.
- ❖ Our Behaviour Policy supports the Anti-Bullying Policy.
- ❖ Our School's Council supports any work done on bullying and gives the children a representative voice in school. These children are involved in formulating and analysing questionnaires.
- ❖ Highlighting the problems of bullying through a 'blue' week in November, involving children, parents, staff and governors, and revisiting the theme each term through SMSC.

- ❖ Billy the Bear is a regular visitor to whole school assemblies. Billy has an email address that children or parents can write to with any concerns or worries. Emails are replied to by 'Billy.'
- ❖ The Pupil's Safeguarding Board have organised a central box, located in the school hall, so that any child wishing to inform someone in school, in a confidential way, can do so. This box is checked regularly by Billy Bear.

AIMS OF THE POLICY

- ❖ To define what bullying is.
- ❖ To support the aims of the five outcomes for children.
- ❖ To raise awareness of issues surrounding the subject of bullying.
- ❖ To identify procedures for handling bullying incidents.
- ❖ To highlight strategies for caring for the victims of bullying.
- ❖ To ensure all staff adopt a consistent approach for reporting, monitoring and dealing with bullying incidents.
- ❖ To make clear the roles and expectations of school, home and individual children when dealing with incidents of bullying.

WHAT IS BULLYING?

Definition

"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy." (DFE)

Bullying is not when pupils fall out or have disagreements with each other

Children are consulted about their views on bullying through questionnaires and circle times as well as during Anti-Bullying week. They regularly identify bullying as:

Calling names

Threatening

Racism and Prejudice

Punching, swearing, kicking or pinching

Fighting

Bullies hurt your feelings

When someone beats you up

Teasing

Hurting people on the outside and the inside

Cruelty

Physical abuse

Something done by someone who does not understand you or they are jealous of you

Taking money or things

Mean

Getting hurt because of how you look

Pushing and tripping over

Sending text messages and e-mails and using Social Media sites (Facebook etc)

The children agreed, during Anti-Bullying Day, that a one off incident could **not** be regarded as bullying. The children were asked how an argument or falling out was different from bullying. Overwhelmingly, in Key stage 2 and Year 2 the children had a good understanding of the difference between the two.

The children are taught to understand that bullying is 'Several Times On Purpose' and they recognise the STOP motto. Children, staff and Governors are asked to sign posters, which are displayed in class and by the office, that agree to keep bullying out of our school.

'An argument does not go on forever, bullying might' 'Arguments have a reason - bullying might have no reason at all'.

The younger children are beginning to have an understanding of the difference and this develops through Key Stage 1 and KS2.

Bullying can be:

- ❖ Physical - violence such as hitting, kicking, punching and pinching.
- ❖ Emotional - persistent teasing, excluding and ridiculing (often because of what a child may be wearing), or body shape, looks or disability.
- ❖ Verbal - name-calling, making someone look inferior.
- ❖ Racist - racist taunts and gestures.
- ❖ Sexist - abusive comments
- ❖ Homophobic and transphobic.

Bullying is a deliberate act, which can be physical or emotional. It happens more than once and is frightening to the victim, causing loss of confidence and lowering of self-esteem. Children said that if they were bullied they would feel frightened, alone, sad, unhappy, left out, cross, angry and hurt. If bullying continues it can lead to a low self-esteem, poor academic achievement, depression, feeling excluded from the group, shyness, a lack of trust and in extreme cases, even self-harm and suicide.

All types of bullying are unacceptable in our school community and all incidents will be dealt with promptly. All children are encouraged to report bullying incidents directed at themselves or others.

The children felt that people become bullies because:

- ❖ 'They think it is fun and it makes them feel powerful.'
- ❖ 'They are jealous of something the victim has e.g. clothes, being clever or being good at sport.'
- ❖ 'They want to take money off the victim.'
- ❖ It might be to do with size or weight of the victim.
- ❖ Bullies might come from a problematic home and not be treated well themselves.
- ❖ The bully might be getting their own back - victims can sometimes bully someone else.
- ❖ They want to get a reaction and look cool.
- ❖ They might be going through an unhappy experience at home eg: illness, death in the family or parent out of work.
- ❖ They may pick on a new person or someone who is different.

During Anti-Bullying Week November 2016 a majority of children knew whom to tell and talked about going to the teacher, their parents, their friends, the head, teaching assistants, lunchtime supervisors or the peer supporters. Very few children said they would do nothing or would stand by and watch. All children are encouraged to report bullying incidents directed at themselves or others.

CYBER BULLYING

Children have access to the internet in school during class lessons and this is monitored by the staff. The system is monitored by Impero which is used throughout Telford and Wrekin. Issues around Cyber Bullying are treated seriously, whether these are issues within school or reported to us from home. Year 6 have a talk from the local police as part of their transition work to secondary school, part of which deals with Cyber Bullying and the implications of it. Parents are contacted about any incidents that are brought to the attention of the school. There are also planned lessons that discuss the dangers of sexting in the programme of Study for SMSC.

HOMOPHOBIC BULLYING

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure every pupil - regardless of their sexual orientation - has someone to turn to if they are being bullied and that they feel included and valued - at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the pupil could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the pupil and parents.

RACIST BULLYING

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded. All racist incidents are recorded and reported to the Local Authority.

CHILDREN WITH SEND.

We acknowledge that children with special educational needs or disabilities may be more vulnerable to bullying due to a specific need or disability that restricts them from responding to or expressing themselves effectively. Therefore, any change in behaviour or report from another child or adult regarding bullying, would be reported to the class teacher who would closely monitor this, following school procedure of logging details of any event. The information would then be shared with the families of parents/guardians of both parties involved. Parents are encouraged to share with the school any concerns of this nature they have regarding their own child.

PROCEDURES FOR DEALING WITH BULLYING INCIDENTS

Through the PSHE curriculum and circle time activities, we are constantly helping children to be confident citizens who know how to keep safe, and look after themselves and others. We strive to help our children to be positive about themselves and the world around them, to respect the talents of other children and to realise that everyone is special in some way.

If a bullying incident occurs:

The child should:

1. Tell someone straight away what has happened. Tell an adult at home or at school. Always tell and never keep it to yourself.
2. Never hit back or retaliate with name-calling. Ignore the bully and firmly say NO. Walk away from the person who is bullying you and go and tell an adult.

Everyone has the right to be safe in school, regardless of their background, beliefs and educational needs. Children should never think it is their fault. Nobody in school should be bullied.

The teacher should:

Always inform parents and carers of action taken. Parents and carers are far happier if they know what we are doing and what the outcome of any action has been. The child can then see home and school communicating and will feel more confident. A quick phone call as a follow up, at lunchtime or the end of the day, can reassure an anxious parent.

The parent or carer should:

1. Look for warning signs - not wanting to go to school or go out to play, anxiety, feeling ill, tummy aches in the morning, unhappiness or depression and frequent bad dreams.
2. Not ignore it and think it will go away.
3. Talk to the child about what has happened. Keep calm and do not get angry.
4. Go into school and inform the class teacher as soon as a concern arises. Talk to the teacher and ask to be kept informed.

If a parent thinks their child is bullying others they should talk to the child. They should stay calm and find out if something is worrying the child, making them behave in this way. The child should always be reassured that they are still loved and it is their behaviour that is unacceptable, not them. The child should be encouraged to change for the better in a positive way, praising and rewarding for any positive steps that he or she makes, but at the same time never condoning violence or intimidation.

School will:

1. Teach the Anti Bullying message through the PSHE and SCMC curriculum and always encourage the children to speak up if they are being bullied.

2. Look for warning signs too.
3. Listen to the child or parent and take any allegations of bullying seriously.
4. Support the victim straight away and ensure that the child knows it is not their fault. Involve the Learning Mentor/Behaviour Lead if necessary.
5. Investigate the incident and note down what happened, action taken and outcome in a file. This will be kept centrally.
6. Inform lunchtime supervisors and all staff at weekly meetings to ensure they are extra vigilant, including when on duty at lunch and playtimes.
7. Inform both sets of parents. If necessary inform Headteacher/Healthy School's Co-ordinator and any other school staff who may need to know.
8. Refer to the school's behaviour policy when deciding on the appropriate action. This would be dealt with under more serious behaviours and children would be involved in keeping a Home/School Behaviour Journal.
9. If there are concerns about a particular child being bullied then that child should be monitored (monitoring document) and all observations noted down. All parties should be informed, including Lunchtime Supervisors, Teaching Assistants, Teachers and parents.
10. Clear, strategic approach when concerns raised.
 - Pink Concern slip completed
 - Class Teacher informed (if someone else raising issue)
 - Alert all staff ASAP (lunchtime supervisor to inform all lunchtime supervisors the following day) and Staff Meetings.
 - Monitoring sheet logging all incidents chronologically
 - Parents of both parties informed.

If the bullying continues, the Headteacher will become involved. The school can always seek the help of the Behaviour Support Team and small group intervention may take place. This will also happen if the bullying is part of a wider behaviour problem. As part of Personal, Social, Health and Citizenship Education, strategies of circle time, role-play and problem solving activities will be used to support the children. The school can support parents by offering information leaflets and in more difficult situations seeking the help and support of external services such as IASS, CAMHS (Child and Adolescent Mental Health Services) on behalf of the parents.

At Aqueduct Primary School we:

- Incorporate British Values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.
The five key British Values are:

- ➤ Democracy
- ➤ The rule of law
- ➤ Individual liberty
- ➤ Mutual respect
- ➤ Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are:

- Tammy Lockley
- Jo Clarke
- Ash Palin
- Cara Duppa
- Eloise Harrow
- Lisa Batchelor

Review

The governing body will be informed of any updates to this policy.

Next Review Date: January 2022