Edinburgh Primary School

ANTI-BULLYING POLICY

Approved by Governing Body: December 26
Next review date: December 28

Rationale

Everyone at Edinburgh Primary School has the right to feel welcome, secure and happy, which in turn enables everyone to achieve to their maximum potential. Bullying can disrupt this and it is everyone's responsibility to prevent this from happening. This policy contains guidelines to support this.

Aim

To challenge attitudes about bullying behaviour, increase understanding of and strategies for preventing any form of bullying behaviour from taking hold within the school and to establish and maintain an anti-bullying ethos throughout the school.

To establish a shared responsibility for tackling bullying, strongly led by the Leadership Team and driven by all members of staff.

To produce a consistent school response to any bullying incidents that may occur.

Definition of bullying

Bullying is deliberately hurtful behaviour by an individual or a group that is repeated over a period of time making it difficult for victims to defend themselves. This can take the form of physical violence, name-calling, ridicule, threats, isolation, or spreading rumours about someone. It could be in the context of racist, homophobic, cultural, religious, gender and disability issues.

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 of school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories. Cyber-bullying includes the same inappropriate and harmful behaviours expressed via digital devices, such as sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive images by phone or via the internet.

Guidelines

- To help prevent bullying we make the whole school community aware of the issues through the curriculum, anti-bullying lessons, the annual Anti-Bullying focus week, newsletters and information sessions for parents.
- All reports of isolated incidents are taken seriously and investigated. When incidents are reported, the children responsible may be given time out or a sanction. It is important that the person who appears to be the victim has the opportunity to speak first.
  Incidents are recorded on SIMS for all behaviour/bullying.
- Pupils whose names reoccur are noted and appropriate action is taken, in line with the Behaviour Policy.

- Where there are major concerns and or the same names are reoccurring, staff report to the Behaviour Leader and parents may be informed depending on the severity of the incidents. If the incident is very serious then parents will be contacted immediately and in most cases will meet with the headteacher.
- Incidents of racist or homophobic bullying must be reported to the Headteacher and the parents contacted immediately and matters resolved.

Strategies

Children who bully often lack self-esteem and often need support. Sometimes bullies are bullied. Children who are victims often need help to find their voice and self-confidence. Some children have experience of bullying out of school and this could trigger safeguarding concerns.

- Drama and role play can support both victim and bully in the voicing and understanding of feelings and lead to increased confidence.
- Discussion through circle time and appreciation of another's view point can also support children.
- Children are involved in devising a set of class rules that encourage them to have to have respect for each other and for other people's property.
- Children are reminded regularly through assemblies and PSHE that bullying is not acceptable and to tell an adult if they witness an incident.
- Good and kind/ polite behaviour is frequently acknowledged and rewarded and expectations for behaviour are regularly reinforced.
- Other professionals may be involved to support children and families.
- Inset for staff to equip them to identify bullying and to follow school policy and procedure with regard to behaviour management.
- Children are encouraged to tell someone they trust if they feel they are being bullied.
- The High Five Strategy can be used by pupils to deal with low level conflicts. This gives the pupils a guide as to what may constitute bullying and know when to report it. i.e. if a child is having to use the High Five repeatedly with the same child for similar behaviour this may be bullying.

Parental Involvement

Parents of both children who bully and are victims are informed of incidents and are asked to support on-going strategies. Persistent action involving bullying may result in exclusion from school.

Parental support is crucial to keep behaviour positive.

As a parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher.
- In cases of serious bullying, the incidents will be recorded by staff and the deputy headteacher (Behaviour Leader) notified.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.

Do not-

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Monitoring

This policy is an integral part of the Behaviour Policy and links with the teaching of PSHE education, the Edinburgh values and Computing.