



# Frederick Nattrass Primary Academy

## Anti- Bullying Policy 2017

### **Introduction**

At Frederick Nattrass Primary Academy we believe that all our pupils have the right to an educational environment where they feel safe and which is free from harassment and bullying. This policy is implemented in partnership with the school's Discipline Policy and PSHE Policy.

### **Definition**

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s), a victim and the other, a bully. It is the dominance of the powerful over the powerless.

**Bullying includes:**

- Physical: Pushing, kicking, hitting, pinching and other forms of violence or threats of violence
- Verbal: Name calling, sarcasm, spreading rumours, persistent teasing
- Emotional: Excluding, tormenting, ridicule, and humiliation
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or abusive gestures.

**Aims**

- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted.
- To promote a secure and happy, caring environment where kindness and helpfulness are expected.
- To praise and reward positive behaviour.
- To teach pupils to respect themselves and others, promoting crucial self-esteem.
- To reduce the emotional and mental distress of any bullying enabling all pupils the right to enjoy their time at school.
- To inform pupils and parents of our expectations in order to foster a productive partnership, where each and everyone has a role to play.

**Strategies**

- To help pupils make the right choices and not to succumb to peer pressure.
- To listen to all parties involved in incidents and always take allegations from victims seriously.
- To re-assure pupils that the school will protect and support all parties involved while the issues are being resolved.
- To foster by example the values we as a school believe in.
- To investigate as fully as possible.
- To use a range of strategies which challenge bullying behaviour.
- To include long term curriculum work about bullying and other forms of anti-social behaviour.

**The Role of the Principal**

The Executive Principal and Head of Academy is responsible for promoting good behaviour and discipline in line with the governing body's general principles.

The Executive Principal or Head of Academy should ensure that staff, pupils and parents are aware of the school's policy for discipline, anti-bullying and of the school's behaviour code.

**All staff should:**

- Show by example that they are committed to stopping bullying in the school.
- Create an atmosphere of trust and respect where pupils feel their concerns are taken seriously.
- Show by example that it is possible to be fair, clear and firm without being a bully.
- Listen to complaints and concerns about bullying and take appropriate action.
- Make sure that those who have been bullied are informed about what action has been taken.
- Develop and use a wide range of approaches when taking action against bullying.

- Make sure that visitors to the school are aware of policy and procedures against bullying.
- Know when and where most bullying is likely to take place.

### **All pupils should:**

- Show respect to every person in the school and avoid saying or doing anything which hurts others.
- Report all incidents of bullying.
- Take every opportunity to show that they are against bullying and not “follow the crowd” or “turn a blind eye”.
- Support school projects against bullying.
- Offer support to anyone they see being bullied.
- Advise the school about ideas which they think will help to stop bullying.

### **Parents should:**

- Expect the school to take bullying seriously.
- Support the school in its policy against bullying by discussing it with their child.
- Encourage their child to follow the school code of conduct.
- Inform the school if their child is being bullied.
- Support the school in its actions against those who bully.
- Always contact the school if they have a concern about bullying.

### **The Role of the Governing Body**

The Governing Body is responsible for setting the overall direction and ethos of the school. They should monitor the work of the Executive Principal and Head of Academy and the implementation of policy to ensure that:

- The ethos of the school, its values and the boundaries of acceptable behaviour are not broken.
- The moral code is maintained.
- Positive and constructive rules of conduct are followed.
- The rewards and punishments are fairly and consistently applied.

### **Conclusion**

#### **Reporting Bullying**

As a school we will:

- Encourage victims and witnesses to speak up.
- Treat incidents seriously however trivial they seem at first glance.
- Be alert for changes in behaviour, attitude and well being.
- Listen to parental concerns and follow up any repeated incidents.

#### **Responding to Bullying**

We will endeavour to:

- Take all bullying problems seriously.
- Deal with each incident individually and to assess the needs of each pupil separately.
- Investigate all incidents thoroughly.
- Ensure that bullies and victims are interviewed separately.
- Obtain witness information.

- Keep a written record of the incident, investigation and outcomes.
- Inform staff about the incident.
- Ensure that action is taken to prevent further incidents.

Such action may include:

- Imposition of sanctions.
- Obtaining an apology.
- Informing parents of both bully and bullied.
- Provide support for both victim and bully.

## **Anti-Bullying Policy**

### **Staff Guidance**

#### **Positive Strategies**

Classroom practice and curriculum will be positively used as a vehicle for raising awareness and understanding the concept.

- We will:
  - Teach children to work and play co-operatively.
  - Teach about cause and effect and rights and responsibilities.
  - Teach children that you don't lose face if you apologise.
  - Teach children to examine their behaviour to see if it is proactive.
- We will ensure members of school and community are aware of and understand the School Anti Bullying Policy by making it a timetabled agenda item at staff and governor meetings.

As part of the curriculum at the beginning of each year pupils will be made aware of the policy.

- We will regularly use assemblies to communicate our message.
- We will provide purposeful activities outside the classroom environment, e.g. play equipment at break times.
- We will implement positive interventions wherever possible e.g.,
  - Seeing the opportunity for teaching and learning within the misdemeanours.
  - Making the steps clear, being persistent and consistent, sharing responsibility and giving clear messages of our vision. Seizing opportunities to reward co-operative behaviour.

### **Specific Action**

- The school will keep adequate records of all bullying incidents on CPOMS and with the SMT.
- All staff must use the school's behaviour system.
- The school will work with parents of the victim to assist their son/daughter to avoid being bullied in the future.
- The school will assist the perpetrator(s) to change his/her behaviour.

- The school will work with the parents of the perpetrator to establish joint strategies for behaviour modifications.
- Resistance to behaviour changes and repeated offending, if proven, will lead to consequences as follows:

## **Sanctions**

### **Immediate**

Apology to victim  
 Report to Principal  
 Parents notified  
 Possible loss of privileges

- Sanctions – a reminder about what those are, a warning, detention, suspension for a set period or exclusion, anything the school deems to be appropriate, given the age of the pupils (staying in at playtime for a number of days, moving class etc).

### **If bullying re-occurs**

Involvement of parents or carer  
 Behaviour contract

### **If no improvement**

Involvement of parents or carer  
 Exclusion at lunchtimes  
 Exclusions for a fixed time period  
 Permanent exclusion

## **Rewards**

**Praise** – we will never miss an opportunity to offer praise

**Encouragement** – acknowledge children and positive actions in Assemblies e.g. award of any of a range of certificates, both individual and whole class rewarded publicly.

These will accumulate so that pupils can earn:

Extra playtime  
 Out of school activities and visits  
 Positive letter home

Remembering our children is our greatest asset.

### **Implications for staff**

- Contact school if you are aware or suspect bullying is taking place
- Encourage children NOT to be aggressive with other people
- Support the school if further action needs to be taken

### **Implications for pupils**

Pupils need to;

- Trust staff to take action if being bullied. Be aware of rewards and sanctions

- Understand that your actions will have consequences. Tell staff if you are being bullied or warned about a friend being bullied
- Not stand by and do nothing or laugh when bullying is taking place
- Try to be helpful and kind to other people at all times
- Accept sanctions if found bullying
- Approach the child and make sure the problem has not re-occurred
- Not be afraid to complain again if bullying continues

### **Implications for Governors**

Governors need to:

- Make sure they understand their role and know about the bullying policy
- Support staff in implementing the policy
- Take an active role in the review and maintenance of the policy
- Recognise their responsibility and play a role in the implementation and enforcement of the bullying policy

### **Implications for staff**

Staff need to:

- Be prepared to find time to listen to children and take them seriously in a way which will not lead them to being humiliated or embarrassed, i.e. by ensuring privacy
- Look out for possible bullying behaviour and be aware of 'bullying hot spots'
- Establish routine opportunities for children to talk about bullying
- Include teaching about positive behaviour through the curriculum
- Implement the rewards and sanctions as quickly as possible
- Recognise that other staff may need help and they must not be afraid to seek it if appropriate

### **Implications for lunchtime supervisors**

- Be prepared to listen to children and take them seriously in a way which will not lead to them being humiliated or embarrassed, i.e. by ensuring privacy
- Carry out rewards and sanctions. Look for opportunities to reward children and their co-operative behaviour
- Do not be afraid to implement sanctions if they are appropriate and as soon as possible
- At the end of the lunchtime report any incidents to the class teacher, Executive Principal or Head of Academy. Report instances of positive behaviour too
- Examine our own behaviour to make sure we are not bullying pupils or colleagues
- Encourage collective responsibility for ownership of the problem

### **Implications for Management**

- Establish and maintain an effective two way reporting system with Lunchtime Supervisors
- Upkeep and monitor incidents of bullying and recording systems
- Communicate with parents and co-ordinators, governors and staff
- Investigate policy review and make sure it doesn't get forgotten
- Wherever possible allow the class teacher to resolve the situation personally

**In terms of this school, bullying is detrimental to the ethos of the school and therefore against everything we are working towards.**

Document control sheet:

Key Staff lead for Frederick Nattrass Primary Academy: Debra Murphy & Emma Roffe Status: live working document

Governor's signature: .....  
Chair of Governors

Review Date Agreed: