Sandown Primary School and Nursery

Anti-Bullying Policy

Anti-Bullying Policy

Sandown Primary School & Nursery is a telling school.

Policy Contact Person	Mr Charlie Lindsay
Review Frequency	Annually
Signed by Approver	
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Signed original stored in Business Manager's Office	

Sandown Primary School Community statement.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

What is Bullying?

Bullying occurs when an individual or a group uses strength or power to hurt whether this be physically or emotionally by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal, non-verbal, cyber and unfortunately many more ways are continually being highlighted. Bullying behaviours are usually persistent and is often covert, and are a conscious attempt to hurt, threaten or frighten someone. Pupils who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms including:

• Physical bullying which can include kicking, hitting, pushing and taking away belongings;

• Verbal bullying which includes name calling, mocking and making offensive comments;

• Non-verbal bullying which includes hand signs or text messages

• Emotional bullying which includes isolating an individual or spreading rumours about them;

• Exclusion ignoring or isolating someone

• Undermining constant criticism or spreading rumours

• Controlling behaviours used to control and manipulate someone

• Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media, making silent / hoax or abusive calls

• Racial bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.

- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.

- Homophobic and Bi-phobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as transsexual

- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

- Prejudice based & Discriminatory bullying occurs when bullying is motivated by a prejudice against someone's age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

With the advance in new technologies, Sandown Primary and Nursery is aware of increased risks of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an Acceptable Use Agreement, which all students and parents sign, along with a separate Online Safety policy.

Some warning signs of a child being bullied

- Changes in academic performance

- Appears anxious

- Regularly feeling sick or unwell

- Reluctance to come to school.

- Clothes/bags torn or damaged.

- Money/possessions going missing.

- Unexplained cuts and bruises.

- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness.

- Loss of appetite. Not sleeping. Loss of weight

- Seen alone a lot

- Not very talkative

Some reasons why people bully

- Desire to appear powerful

- Unhappiness

- Feelings of inadequacy

- Difficulties at home.

- Learned behaviour (They too have been bullied)

How to get help

Who children and adults can talk to if they have any concerns about bullying?

- ✓ Any adult in school - Head Teacher, Deputy Head Teacher, Class Teacher, TA, Welfare TA, Office Staff, MDSA, Caretaker, great outdoors team… **ANY ADULT IN SCHOOL @ ANYTIME**
- ✓ Any adult from an outside agency - Children's Services, TASS
- ✓ Any adult at home / clubs etc
- ✓ KEY MESSAGE IS TO '**SPEAK OUT LOUD & TELL**'

Children and adults can feel confident that any of the above will listen to their problem. Children who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience with an adult of their choice
2. Reassuring the child
3. Offering continuous support
4. Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and need to change
4. Informing parents or guardians to help change the attitude of the pupil

Responses will vary depending on the nature of the incident, but may include:

1. Counselling
2. Behaviour interventions
3. Involvement of external agencies
4. Monitoring by Teacher/TA/MDSA
5. Peer support/peer mentoring
6. Formal recording (racism, hbt)
7. Use of Behaviour Agreement Contract
8. Liaison with parents/guardian/social worker
9. Internal exclusion
10. Fixed term exclusion
11. Schools to School placement
12. Permanent exclusion

Anti-Bullying Procedures

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

Staff Responsibilities

• To implement procedures to confront bullying in any form

• To listen to all parties involved in incidents

• To investigate incidents promptly and as fully as possible

• To take appropriate action and refer to SLT and DSL's

• To record in the appropriate students' files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate

• To share with parents of the victim and bully, incidents of persistent and/or serious bullying

• To implement appropriate procedures for a member of staff

• To promote the use of a range of learning styles and strategies which challenge bullying behaviour

• To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate

• To model the values our school believes in, within our school community agreement

• To promote the use of interventions which are least intrusive and most effective.

Anti-Bullying Strategies

• Regular promotion of anti-bullying through assemblies and PSHE lessons.
• A dedicated midday supervisor (each Class) overseeing every lunchtime enabling children access to a familiar & trusted adult during unstructured times. MDSA's also provide structure outside introducing appropriate games and activities.
• Random questionnaires to research children's views on how safe they feel during unstructured times and EBI…
• Promote raised self-esteem through internal positive feedback and monitoring using ClassDojo linked in to Skills Builder 8 essential skills.
• Anti-bullying training for the Pastoral Leaders
• PSHE lessons on anti-bullying
• One to one open door available every lunchtime
• Strong teacher/student relationships so students feel comfortable in reporting any issues
• Whole school "telling school" approach
• CEOP training for staff (Child exploitation online protection)
• Information leaflet available for students and parents about Online Safety.

Anti-bullying advice to Parents / Carers

• A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of mobiles, tablets and social media usage including XBOX and PLAYSTATION - know whom your child is talking to…

• TALK to your child on a regular basis, so any problem is easier to share

• LISTEN to what they say

• ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important

• If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT

• If your child is a victim assure them that it is not their fault and that you are going to do something to help

• Be realistic in your expectations, sometimes on-going problems can take time to resolve

• TRY to be co-operative with our school and not be aggressive working together role models to your child expected effective communication. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them

• ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school REMEMBER – IT IS NOT YOUR CHILD'S FAULT

Sandown Primary School & Nursery use Essential Skills to address bullying behaviours.

The essential skills are about thriving in all aspects of life. Sandown Primary School are invested in each and every child for their best future, although learning the essential skills is not simple and takes time and sustained effort that why we develop these skills in our children from Nursery age can support expected behaviours and therefore reduce bullying instances.

 Listening - receiving, retaining and processing of information or ideas

 Speaking - orally transmitting of information or ideas

 Problem Solving – ably finding a solution to a situation or challenge

 Creativity - using imagination and generating new ideas

 Staying Positive – ably using tactics and strategies to overcome setbacks and achieve goals

 Aiming High - the ability to set clear, tangible goals and devise a robust route to achieving them

 Leadership - supporting, encouraging and developing myself & others to achieve a shared goal

 Teamwork - working cooperatively with others towards achieving a shared goal

Monitoring, evaluation and review

Sandown Primary and Nursery School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.