



Sandfield Close Primary School Anti-Bullying Policy November 2017

The school has 400 pupils from 4 – 11 years of age, from a range of backgrounds. Sandfield Close aims to have high standards of teaching and learning which challenge our pupils to achieve and so our anti-bullying policy supports this by:-

- Developing an inclusive school community, promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers
- Promoting community cohesion within the school, local and wider community

We believe that pupils should be fully involved in the implementation of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression or manipulation. It can take a number of forms – both physical and non-physical, either in combination or isolation.

Bullying can be:-

Emotional – eg being unfriendly, excluding and tormenting (hiding books, threatening gestures).

Physical – eg pushing, kicking, hitting, punching or any use of violence, pushing people around.

Material – eg damage to belongings, extortion

Faith or religion – eg comments about beliefs and customs, segregation

Racist – eg racial taunts, graffiti and gestures.

Sexual - eg unwanted physical contact or sexually abusive comments

Homophobic – eg associated with or focused on the issue of sexuality

SEN or disability – eg associated with or focused on individual differences

Verbal – eg name calling, insults, sarcasm, nasty teasing

Relational – eg spreading rumours, social exclusion

Cyber – eg e-mail, texting or instant messaging, through social networking sites

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Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously eg being picked on, taking advantage of another person.

However, isolated incidents of this behaviour may not always be cases of bullying. School is aware that it is possible that the bully may be an adult and will follow the local Child Protection and safeguarding procedures where this is the case.

Aims and Objectives

The aim of our anti-bullying policy is to:-

- Clarify for pupils what bullying is and that it is always unacceptable. Explain to staff, pupils and the school community why bullying occurs and its impact on individuals and the school as a whole.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

School also intends:-

- To involve the children in any planning and discussion of any work related to anti-bullying.
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently.
- To regularly monitor and review the policy with the full involvement of staff, students, parents/carers and the wider school community.

Practice and Procedures

A.What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but **not** the pupil), and by being clear across the school that we follow the Golden Rules. All members of the school community are expected to report incidents of bullying.

1.Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school, thus building up a relationship involving mutual support, trust and respect.

We expect staff will:-

- Provide children with a framework of behaviour including the Golden Rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model
- Be aware of and implement the guidance contained in the DfE ***Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017***
- Be aware of and implement the guidance contained in ***Roar Like a Lion*** the Leicester City Council Anti-Bullying guidance document

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- Promote the whole school anti-bullying ethos through the Leicester City Council Anti-Bullying Community Award
- Raise awareness of bullying through stories, role-play, discussion, circle time, SEAL, Junior Sports Leaders, School Council, PSHE and RE
- Monitor behaviour and interaction during break and lunchtime and address any issues in a timely manner
- Support children's games and activities during break and lunchtimes, equipping them with the skills needed to maintain positive relationships
- Through the Head teacher, keep the governing body well informed regarding issues concerning behaviour management.
- Provide a key staff member who is responsible for the monitoring of the policy
- Promote our Anti-Bullying stance and make sure that it is apparent to everyone involved with the school
- Follow up reports about bullying on the way to or from school or outside school hours and involve external agencies eg police, as appropriate

2. Parents/Carers

We expect that parents/Carers will understand and will be engaged in everything that is being done to make sure their child enjoys and is happy and safe at school:

- Support us in helping us meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about and fully involved in any aspect of the child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.
- Be aware of their own child's involvement in any incidents.
- Be aware that not every small incident is an act of bullying and that some incidents are unintentional, thoughtless or accidental
- To be aware that their child is sometimes able to control their own friendships and disagreements

3. Governors

We expect that governors will:-

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

4. Pupils

We expect that pupils will:-

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise (eg via School Council, circle time etc).
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

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- Recognising that there are some thoughtless and accidental incidents which occur in and around school which do not constitute bullying
- **What we do to stop bullying** is a one page document which outlines what happens at Sandfield Close when a bullying incident is reported
- **Agreement to keep everyone at Sandfield Close Primary school safe, happy and healthy** gives clear guidance about what it means to behave well
- Be aware of the **Anti-Bullying Charter** which has been agreed by our school
- School will arrange for appropriate **E-safety training** to be delivered to children in KS2 so that they know how to use the internet safely and keep themselves safe on-line.

B. Reacting to a specific incident

Recording

All incidents in or out of class should be recorded. Incidents clearly identified as bullying must be reported to a senior member of staff.

Parents (of both bully and person bullied) informed of what has happened, and how it has been dealt with.

The recording of bullying incidents is coordinated by the deputy headteacher who maintains the log of incidents.

The frequency and type of incidents will be analysed to identify patterns and trends so that action can be taken to further reduce incidents of bullying.

Dealing with an incident

Whenever a bullying incident is discovered, school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
2. School expects to support all involved by:-
 - Talking through the incident with bully and person bullied
 - Helping the bully and victim to express their feelings
 - Talking about which rule has been broken
 - Discussing strategies for making amends
 - Informing parents of what has happened and what is being done to prevent it happening again
3. .Sanctions may include:-
 - Time away from an activity in the classroom
 - Missing playtimes or another activity
 - Being met at reception at the start of the school day and escorted to the classroom
 - Formal letter home from the Headteacher expressing concerns, where the pattern of behaviour continues
 - Meeting with staff and children concerned

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- Meeting with staff, parent and child
- Exclusion from classroom
- Exclusion from school

4. Parents (of both bully and person bullied) will be informed of what has happened, and how it was dealt with.

Failing face to face discussion, parents/carers will be informed of any incidents by letter.

5. Child Protection procedures should always be followed when concerns arise which are covered by child protection guidance.

6. systems will be put in place to help the perpetrator understand the impact of bullying and to help them change their behaviour.

Monitoring

Trends and strategies are analysed for inclusion in the Headteacher's report to governors.

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

Roles and Responsibilities

It is the responsibility of all staff to support this policy through:-

- Assemblies
- Displays
- Purchasing of new equipment and materials to support teachers and pupils' development
- Promoting the Golden Rules
- Following the school's procedures to deal with bullying
- Working with parents to prevent bullying
- Liaising with external agencies as required to promote positive behaviour
- Recognising that every child is entitled to feel safe and valued

Equal Opportunities and Inclusion

We provide a broad, balanced 'Every Child Matters' ethos for all pupils from all backgrounds, including those with Special Educational Needs, and we ensure full entitlement and access to the curriculum.

Reviewing and updating the policy

The Anti-Bullying Policy will be reviewed every two years and updated as necessary to take account of revised guidance, changing school priorities and to reflect changes in good practice within the school to promote anti-bullying.

The policy will be audited and updated in line with guidance for renewal and reaccreditation of the Leicester City Anti-Bullying Community Award.

Date of next review: November 2019

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At Sandfield Close we have adopted the principles of the

DCSF Anti-Bullying Charter.

It is recommended that schools develop their anti-bullying policies in accordance with the principles set out in the document *Bullying – A Charter for Action*. In November 2008 we raised awareness of bullying and what we do to stop it at Sandfield Close during our Anti-Bullying Week. In February 2009 we formally adopted the charter and it was signed by the school council, headteacher and chair of governors. The charter is updated every two years.

This is what the Anti-Bullying Charter principles mean for different groups within our school community:

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying

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- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

There are a number of documents and sources of support which we use in school as part of our commitment to reducing bullying at our school and dealing effectively with any incidents that do occur.

Some of these documents were published several years ago, however they all contribute to our understanding of effective strategies to prevent, and deal with, bullying incidents.

DfE Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017

Roar Like a Lion - Leicester City Council Anti-bullying guidance

Sandfield Close ***Anti-Bullying Policy*** November 2017

Sandfield Close Primary School ***What we do to stop bullying*** document

Bullying - A Charter for Action -originally adopted at Sandfield Close February 2009

National Healthy School Standard - Healthy Schools

Golden Rules and Golden Time

Sandfield Close ***Agreement to keep everyone safe and happy***

Sandfield Close ***Definitions of bullying by children at SCPS***

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Sandfield Close Primary School

Agreement to keep everyone at Sandfield Close safe, happy and healthy



- I will follow the school rules to keep myself and everyone else at SCPS safe and happy
- I will come to school every day unless I am ill
- I will concentrate in lessons so that I can learn and everyone else can focus on their learning
- I will keep my hands and feet to myself
- I will be kind, respectful and speak politely to all children and adults
- I will do my homework and bring it back to school
- I will make sure that I am careful when I am playing in the playground
- I will try to be a good friend to everyone
- I will wear my school uniform every day and bring my PE kit to school when I need it
- I will read books carefully and then bring them back to school so that someone else can enjoy them
- I will always walk inside the school building to avoid accidents
- I will help look after the school buildings and all the equipment in school by using it sensibly and I will take care of the environment
- I will respect other people's family and beliefs
- If I am worried about something I will tell someone
- If I know that someone is being bullied I will tell someone
- I will treat other people as I would like them to treat me
- If I do something wrong I will talk to the staff in school and try to find a way to put things right
- I will respect other people's property
- If I am on a trip or chosen to represent the school or when visitors come to our school I will try to make sure that people have a good impression of our school

Name

Class

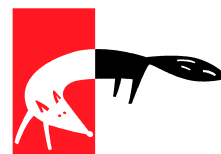
Date

Signed classteacher

Signed headteacher

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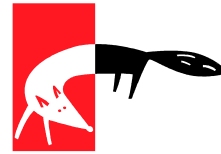




What we do to stop bullying at Sandfield Close November 2017

If someone is bullying you	→	<p>Tell someone so that we can stop the bullying:</p> <ul style="list-style-type: none"> • Tell a teacher or another adult, or • Tell a friend and then tell an adult together, or • Tell your school council representative, or • Tell your parents • If it happens again, tell someone again.
If you are worried that someone is being bullied	→	<p>Tell someone so that we can stop the bullying:</p> <ul style="list-style-type: none"> • Tell a teacher or another adult in school , or tell your parents, or • Tell a friend and then tell an adult together, or • Tell your school council representative, or • Fill in a bullying slip and post it to Mrs Taiwo and Mrs Dhillon.
If you bully someone	→	<ul style="list-style-type: none"> • A teacher will talk to you and tell you that it must not happen again. They will talk to you about how you can put things right. You will have to apologise. • You might have to miss your playtimes or lunchtime or golden time. • Mrs Kitchen or Mrs Chowdhury or Mrs Taiwo or Mrs Dhillon will talk to you. • The teachers will tell your parents.
If you keep on bullying people	→	<ul style="list-style-type: none"> • Mrs Taiwo or Mrs Dhillon will talk to you again. • A letter will be sent home. You will have to apologise and make things right. • Your parents will be asked to come to school to see Mrs Dhillon or Mrs Taiwo. • You will have to miss more playtimes, lunchtimes and golden time • You might have to work away from the rest of your class.

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If the bullying still carries on	→	<ul style="list-style-type: none">• Mrs Taiwo or Mrs Dhillon will meet with your parents again and talk about what to do next. You will have to apologise for what you have done. You will have to try to put things right.• You will be met at the office when you come to school and escorted to your classroom by an adult.• You might have to work away from the rest of your class.• Mrs Dhillon might decide to exclude you from school for a few days - this is very serious.
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