

**Twiss Green**

**Community Primary School**

**Anti-Bullying Policy**

**September 2021**

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| Date of Approval: | 11th September 2021 |
| Signed: Chair of Governing Body | **Liz Davis** |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

At Twiss Green Community Primary School, we are committed to being a Rights Respecting School and upholding the universal rights of the child as described in the United Nations Convention. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

**Principles and Values**

Bullying of any kind is unacceptable and will not be tolerated in our school. At Twiss Green, the safety, welfare and well-being of all pupils is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work hard to make sure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in modern Britain. These values reflect those that will be expected of our pupils by society when they enter secondary school and beyond, in the world of work or further study. We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

**Aims of this Policy**

* All governors, teaching and non-teaching staff, pupils and parents should have a clear understanding of what bullying is.
* All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

**Definition**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The staff and governors of Twiss Green Community Primary School accept the following terms when recording and addressing acts of bullying:

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| **Physical** | Pushing, kicking, hitting, pinching and other forms of violence or threats. |
| **Verbal** | Name-calling, sarcasm, spreading rumours, persistent teasing. |
| **Emotional** | Excluding, tormenting, ridicule, humiliation and taking, hiding or damaging other people’s property. |
| **Racist** | Bullying on the basis of person’s race, religion or ethnicity |
| **Sexist** | Bullying on the basis of gender. |
| **Homophobic** | Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology e.g. gay. |
| **Transphobic** | Bullying on the basis of gender identity. This includes failing to accept that a child identifies with a gender other than that which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the school |
| **Biphobic** | Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase. |
| **Cyber Bullying** | Bullying that takes place using digital technology (e.g. Social media, text messaging, YouTube)  |
| **Indirect** | Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.  |

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When pupils are bullied their lives are made miserable. They may suffer injury, be unhappy about coming to school and over time, may lose self-confidence and self-esteem even blaming themselves for inviting bullying behaviour. Bullying can affect work patterns, concentration and overall learning. Some pupils may experience stress-related illness, stomach aches, headaches, nightmares or anxiety attacks. Bullying is harmful for all involved: not just the person being bullied but also for those who stand by.

**In gaining an understanding of bullying staff attention is drawn to the following information:**

Bullying behaviour is often very subtle and when a group of pupils have established a bullying relationship with another pupil or group of pupils, they may only have to look threateningly to reinforce their fearfulness. Research shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary schools, three-quarters of all pupils who are bullied are bullied during break or lunchtimes. A small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

Children with special educational needs are much more likely to be bullied than are other pupils. This is especially so for pupils with moderate or mild learning difficulties.

Staff should always listen to children and act upon any statements or complaints they make. We encourage children to report incidents either to their teachers or other support staff. Every reported incident will be treated seriously, logged on CPOMS\* and investigated accordingly. We also encourage the children to tell their parents who in turn can tell us about it.

**It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.**

**Responsibilities:**

**The Governors will:**

· be well informed through the leadership of the Headteacher

· support the staff in implementing the school’s policy for Anti-Bullying

· monitor and review progress

**The Headteacher will:**

· set high expectations of zero tolerance for bullying

· monitor and resolve behavioural issues throughout the school day

· encourage a whole school approach, keeping parents, governors and staff well informed

· report serious incidents to parents

· keep records of bullying and monitor any further incidents

**Staff will:**

**·** be alert to the signs of bullying and act firmly and promptly against it in

accordance with school policy

· plan and teach anti-bullying strategies in accordance with the school’s PSHE Curriculum (Jigsaw) and Rights Respecting School work.

**Children will be encouraged to:**

· become aware of the definitions of bullying and its consequences

· develop anti-bullying strategies in line with the Jigsaw curriculum

· report incidents of bullying to staff

· discuss the reported incident fully with the member of staff who has been

approached

**Parents will:**

· be aware of and support the staff in implementing the school’s policy for Anti-Bullying

· bring any signs of bullying displayed at home to the attention of teachers who

may be unaware of these developments

**Prevention of Bullying**

At Twiss Green, we are committed to not only dealing with bullying but to do all that we can to prevent it happening in the first place. Through our Rights Respecting ethos, we seek to build self-esteem in pupils and to develop tolerance of others. We use a range of measures to prevent and tackle bullying including:

* A child-friendly anti-bullying policy which is displayed in classrooms and around the school, which ensures that all pupils understand and uphold the anti-bullying policy.
* The Jigsaw PSHE programme of study which underpins all aspects of school life and provides opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. Every member of staff has the responsibility to support and foster this curriculum.
* Regularly reminding children in assembly of the importance of respectful and caring behaviour to be shown to everyone - making clear links to children’s rights.
* Difference and diversity are celebrated across the school through our ‘No Outsiders’ curriculum. The whole school participates in events including Anti-Bullying Week and Safer Internet Day.
* Ensuring that all children understand Twiss Green’s Golden Rules which promote equality and respect.
* Clearly specifying those types of behaviour which are considered to be "bullying" and therefore unacceptable.
* Stereotypes are challenged by staff and pupils across the school.
* Pupils are involved in developing school-wide anti-bullying initiatives through the school council and Rights Respecting Steering group such as the ‘Wise Up Award’.
* Developing personalised provision plans for those children experiencing interpersonal and peer relationship difficulties.

**What happens if bullying takes place outside of school?**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

# Inclusion

This policy applies to everyone in the school community – children, staff, parents, governors and visitors.

**Rights Respecting School**

We are a Rights Respecting school and our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child: **Article 12**, **Article 19, Article 28**, **Article 29**, **Article 30**, **Article 31**.

This policy is linked to the policies below:

Behaviour Policy

E-Safety Policy

Safeguarding Policy

Reviewed November 2019

Reviewed September 2021

\*CPOMS – Child Protection Online Monitoring System used by the school to record and log safeguarding and behaviour issues.