



# QUEENSMEAD PRIMARY ACADEMY

## Anti-Bullying Procedure:

Queensmead Primary Academy has high standards of teaching and learning which challenge our pupils to achieve.

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

This procedure should be read in conjunction with the GAT Anti-Bullying Policy available through the website as well as the Pupil Behaviour and Exclusions Policy. In addition, the QPA Behaviour Management Protocol.

### **Bullying of any kind is unacceptable at our school.**

#### Why is it important to respond to Bullying?

Bullying hurts. It demeans and takes away people's sense of self-worth and importance causing emotional damage that can be permanent.

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

We have a responsibility to respond promptly and effectively to issues of bullying.

#### DEFINITION OF TERMS

##### **What is bullying?**

Bullying can be defined as **repeated** hurtful or aggressive behaviour by one or more people with the deliberate intention to cause emotional or physical harm to another person.

With Children we use the acronym '**STOP**' ~ **Several Times On Purpose and 'Start Telling Other People'**.

##### **We emphasise that bullying is not a single incident.**

Bullying can be in a variety of ways:

**Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting peoples feelings, being nasty, unfriendly, mean, blackmail)

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

**Racist** – racial taunts, graffiti, gestures

**Sexual** – unwanted physical contact or sexually abusive comments

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

**Verbal** – name-calling, sarcasm, spreading rumours, being teased.

**Cyber-bullying** - E-mail, text or social networking bullying.

**About faith/religion or culture**

**Disability** – SEN

**Bullying through a 3<sup>rd</sup> party**

## AIMS AND OBJECTIVES

The aim of our anti-bullying procedure is to:

Clarify for pupils, staff, and parents what bullying is and that it is **always** unacceptable.

Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

Help pupils develop a sense of self discipline and responsibility for their own actions.

To have in place an anti-bullying support system that all staff and pupils understand and applying the system consistently.

To regularly monitor and review the policy with the full involvement of staff, pupil, parents/carers and the wider school community.

## PRACTICE AND PROCEDURES

### **What we do to prevent bullying**

All members of the school community are expected to report incidents of bullying. All staff are trained in how to identify and respond to signs of bullying.

### Early identification:

#### Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

<ul style="list-style-type: none"><li>-Is frightened of walking to or from school</li><li>-Doesn't want to go on the bus</li><li>-Begs to be driven to school</li><li>-Changes their usual routine</li><li>-Is unwilling to go to school (school phobic)</li><li>-Begins truanting</li><li>-Becomes withdrawn anxious or lacking in confidence</li><li>-Starts stammering</li><li>-Attempts or threatens suicide or runs away</li><li>-Cries themselves to sleep at night or has nightmares</li><li>-Feels ill in the morning</li></ul>	<ul style="list-style-type: none"><li>-Begins to do poorly in school work</li><li>-Comes home with clothes torn or books damaged</li><li>-Has possessions go missing</li><li>-Asks for money or starts stealing money (to pay bully)</li><li>-Has dinner or other monies continually 'lost'</li><li>-Has unexplained cuts or bruises</li><li>-Comes home starving</li><li>-Becomes aggressive, disruptive or unreasonable</li><li>-Is bullying other children or siblings</li><li>-Stops eating</li><li>-Is frightened to say what is wrong</li><li>-Gives improbable excuses for any of the above</li></ul>
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These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

## Prevention

We will use various methods for helping children to prevent bullying and raise awareness. As and when appropriate, these may include:

School rules	Having discussions about anti-bullying and why it matters
Positive playtimes (see policy)	Discussions at school council meetings
Peacekeepers	Assemblies
Work with vulnerable children –social breakfast	Newsletters
Signing a behaviour contract	Website
Role-plays	PSHE + C Curriculum
Behaviour policy	Training for all staff
Anti-racist policy	Friendship bench
Inclusion policy	Anti-bullying week
Learning mentor	Worry box in classrooms

### We provide :

- A curriculum that is used to promote an anti-bullying ethos and to develop children's self-esteem. E.g. PSHE, RE, SMSC
- Appropriate training given to staff on the identification and prevention of bullying.
- Provision for the anonymous reporting of bullying incidents and concerns.
- Regular monitoring to identify changes in bullying 'hot spots'.
- An induction process for new children and their parents with regards to the policy.
- Bespoke programme of support work with vulnerable children.

### **Parents/Carers**

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

### **Pupils**

We expect that Pupils will:

Support staff in the implementation of the policy. Be involved in the monitoring and review of the policy. 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.

## **Recording**

Concerns are reported and recorded in an incident log kept in the Learning Mentor's office. These are analysed by the Learning Mentor for frequency and type.

All staff members are aware of the system in place and use the same system.

Incidents clearly identified as bullying are reported to a senior member of staff.

Parents are informed about what has happened and how it has been dealt with. Records of discussions are filed and minutes are taken.

## **Dealing with an Incident**

Whenever a bullying incident is reported, 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. We proactively use the 'Start telling Other People' material to flag bullying.

The steps could include:

- Talking through incident with bully and person bullied
- Helping bully and victim to express feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends

Sanctions may include:

- Time away from an activity
- Time out from the classroom.
- Missing break or another activity
- Letter home
- Meeting with staff, parent and child.
- Pastoral Support Plan
- Fixed-term exclusion
- Permanent exclusion
- Police/Outside Agencies may be involved

## **Monitoring**

After the incidents have been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

Data from monitoring and feedback, provided by staff, families and pupils is used to review and update the policy annually.