

# Riverside Primary School



**Riverside  
Primary  
School**



## Anti-Bullying Policy

This policy was reviewed: September 2022

Signature: *Carl Carr* (Chair of Governors)

Signature: *C Lahive* (Head Teacher)



# Riverside Primary School Anti-Bullying Policy

*Be Kind, Be Safe, Be a Great Learner*

*Our Core Values*

## What is Bullying?

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

In other words, bullying at Riverside is considered to be, “unacceptable behaviour which occurs - **STOP ‘Several Times On Purpose’**”

Bullying can be short term or continuous over long periods time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat, Twitter and Facebook. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, I- pad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.



### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

### **Signs and Symptoms for Parents and Staff**

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:

- is frightened of walking to or from school
- begs to be accompanied to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.



## **Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

## **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.



The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

All teachers keep a record of any incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should let the teacher know and a record the event kept by the teacher.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied, we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services. It is the policy of the school to issue after school detentions for serious incidents of misbehaviour. Persistent bullying would be considered a serious misbehaviour.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. police, mentors, counsellor or Gilbrook Outreach.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.



## Prevention

At Riverside, we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC/PSHE Jigsaw Curriculum, the school Vision and Assembly Themes, Anti-Bullying Ambassadors, Anti-bullying week and continued focus on E-Safety. Children are consulted through in-school pupil questionnaires and worry boxes are situated around school. We also utilize the Life Caravan and our RESPECT anti-bullying DVD.

The ethos and working philosophy of Riverside means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and our Five Star behavior expectations.

Staff to follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website.

If a child feels that they are being bullied, there are several procedures they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your Anti- Bullying Ambassador or School Council Rep.



- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

### **Support for the victim**

An Action Plan agreed between the child, parents, Behaviour Manager and Headteacher.

Examples may include:

- observation of the child in both the classroom and playground environment
- a diary shared with the teacher or head teacher about his/her feelings
- The child will be made fully aware of the support available to him/her.
- A buddying system with another supportive child
- A Self Esteem book to rebuild self confidence

Regular feedback will be given to the child's parents, either through written comments in a self-esteem book, by regular telephone conversations or meetings with the child's class teacher and, where appropriate, the Headteacher.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Headteacher (Mrs Lahive).

General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded, as with any case of Child Protection.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child (ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Govs)

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied;

1. Report bullying incidents to the class teacher, or Anti-Bullying Co-coordinator (Mrs. France) or Headteacher (Mrs. Lahive)
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behavior towards others, to change their behaviour.



**Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.  
Both of these will only make the problem much harder to solve.

**PREVENT**

From July 2015, all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they understand how better to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy.

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they cannot access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

**SCHOOLS & SERVICES FOR CHILDREN AND YOUNG PEOPLE**

On-going dialogue is maintained through Wallasey Headteachers Cluster Group Meetings, which give feedback from Primary Heads Consultation Group and WASH. Riverside Primary School buys into Edsential which provides relevant anti-bullying workshops and training for staff throughout the year and through this the Wirral LA signpost relevant websites, materials, national training such as CEOP and advice to our school. School Council participate in the Wirral Primary Panel throughout the year, which provides the children across Wirral schools to discuss anti-bullying and to feed back to their schools about the wider school communities.

**Bullying outside of the school premises**

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Regulate, however, means that the school should monitor and make sure that the bullying is not transferred to the school setting and that the child is not upset or feeling threatened in school, by following the normal procedures. It does not mean that the school can act on information provided outside of school if the school itself has investigated and found no evidence of bullying occurring, or any evidence of the victim being upset in any way. The child/perpetrator would be spoken to about the upset they may be causing to the other child outside of school and restorative sessions would be undertaken. The situation would be monitored closely for a substantial period of time.





### **Continuous Professional Development of Staff**

Staff meetings weekly end with a safeguarding and Pastoral issues slot so that all staff are aware of any current issues within school. All staff are trained in house every year and staff are sent on Wirral LA training and National training regarding anti-bullying and behaviour.

### **Monitoring and review**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents examining the school's anti-bullying records and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.