



## Anti- Bullying Policy

### School vision and values Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

**Happy children make good learners**

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## What is bullying?

Bullying can take many forms. Children, young people and adults can instigate bullying or be bullied in schools. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is not a one off incident of friends falling out it is repeated, persistent behaviour towards another over time involving a victim and a wrong doer.

Bullying involves behaviour that is either physically or emotionally harmful, such as taunting, name-calling, making threats, excluding people from groups, hitting, kicking and damaging belongings directed at individuals because of gender, race, religion, culture or sexuality. It is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm. It is not a one off- it is when it happens repeatedly.

## Types of Bullying:

**Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or looks)

**Physical** pushing, kicking, hitting, punching or any use of violence

**Racist** racial taunts, graffiti, gestures

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

**Homophobic** because of, or related to sexuality in a negative way

**Biphobia** because of, or related to sexuality in a negative way

**Transphobia** because of, or related to gender or transgendered identities

**Gender-** sexism, stereotyping, misogyny

**Classist** verbal abuse, mimicry, mocking clothing and belongings

**Disablist** mockery, verbal abuse by name-calling, physical threats

**Verbal** name-calling, sarcasm, spreading rumours, teasing

**Cyber** all areas of internet such as email, chat room misuse, mobile phone threats by text messaging or calls

## Our approach to Bullying

At Queensbridge we believe that there are components to effective anti-bullying practice: **preventing bullying incidents** and **responding** to them.

Punishing bullies does not end bullying. At Queensbridge we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.



Our Anti-Bullying Policy and practice includes a range of strategies adapted to suit particular incidents through a whole school approach including:

- Ensuring that the **whole school understands what bullying means**
- Making it clear that **no bullying of any kind is tolerated**
- **Allowing children to report incidents** without feeling they are telling tales
- **Incidents are taken seriously**, investigated and if necessary, acted upon, with clearly defined procedures
- **Systematically recording of incidents** helping us to review and evaluate policy and practice
- **Peer Support systems** – developing listening, social skills, self-esteem, confidence in peers, mediation and befriending
- **Programmes of lessons** in the school curriculum and weekly **Circle Time** – sharing skills and experiences
- **Whole School Assemblies** – to raise awareness of bullying issues and providing a whole school focus for bullying
- **Induction for all new staff** and annual whole school review of procedures
- **Training staff** so that they can better identify and help vulnerable children and those who may be more at risk of bullying
- **Circle of Friends** – providing emotional support to vulnerable pupils who feel isolated
- **Assertiveness Training** – aiming to change their behaviour of pupils who are vulnerable or bullied and to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name-calling, getting help from bystanders etc... starting with children from starting Nursery.
- **Use Of Sanctions** – these might include: removal from class, detention, withholding participation in non-curricular activities such as school trips and sports events, fixed periods of exclusion.
- **Working with parents and carers** to promote good behaviour, encourage involvement in promoting the school ethos, and consult over the school's approach to bullying
- **A Playground Policy** for pupils and staff setting out clear guidelines for managing pupil behaviour in class and at break times
- **Improving the school grounds** so that they can provide safe, secure, active and easily supervised environment
- **Questionnaires** for use with pupils, parents and staff and meetings with the School Council to gain an indication of the extent and nature of problems related to bullying and the effectiveness of the above procedures

## Procedures

### 1. Report bullying incidents to staff.

### 2. Investigate the situation by talking to all the:

- children involved
- witnesses
- staff members

### 3. Record in oral, written or picture form, the situation from:

- children involved
- staff involved



**4. Respond to the young person who acted in a bullying way by:**

- ensuring that he/she recognises his/her behaviour and how it affects others
- applying appropriate sanctions
- guiding, supporting, advising and offering strategies to change behaviour
- insisting that full responsibility is taken for wrong actions and helping them to actively make amends
- involving parents
- involving external agencies when necessary.

**5. Respond to the child who is bullied, hurt or upset by:**

- actively listening to their concerns
- offering support and strategies to deal with unwanted behaviours
- protecting the child and ensuring their safety as and when necessary
- involving parents
- involving external agencies to support child as appropriate.

**6. Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum.**

**7. Review the situation with:**

- children involved
- parents and others where appropriate

**8. Monitor and evaluate**

- review appropriate policies
- regular review of school rules and class codes of conduct
- policy issues through school and class councils.

This policy was developed in full consultation with all staff, pupils and governors.

The effectiveness of this policy will be monitored continuously by LS and annually by the SLT by repeating our behaviour survey with parents/carers, staff and pupils.

Ratified by governors: Yes

To be reviewed: Summer 2018