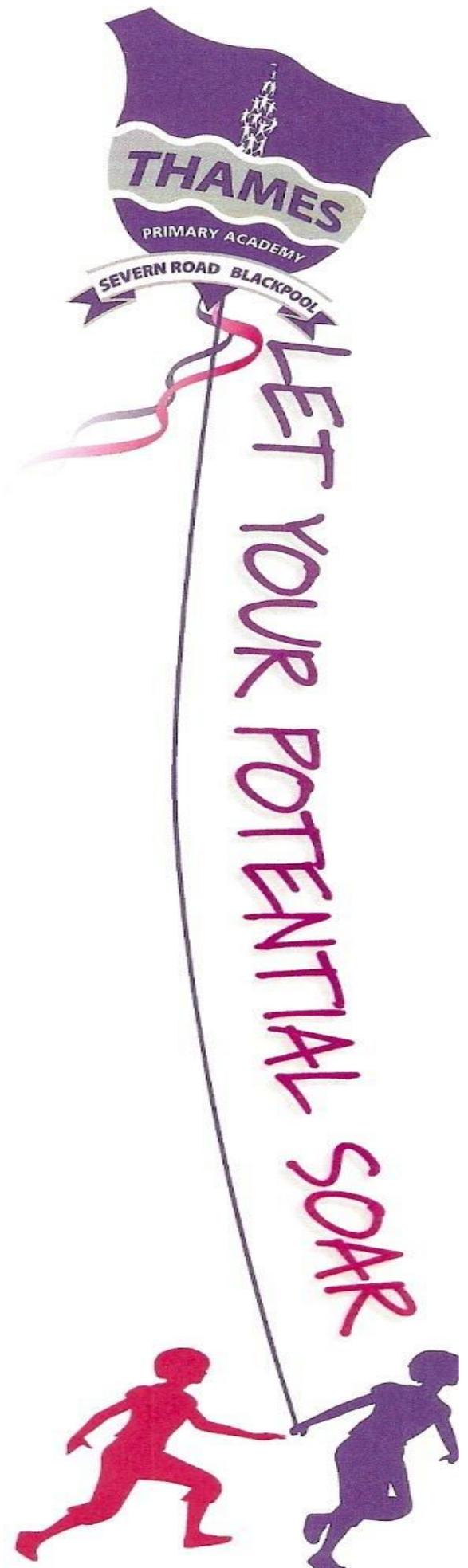


October 2017

Thames Primary Academy

Anti-Bullying Policy

Inspirational
Supportive
Encouraging
Effective
Ambitious
Imaginative



(To be read in conjunction with our Behaviour Policy September 2017)

Principles and Values

At Thames we take any form of bullying and its impact very seriously. Pupils and parents should be assured that known incidents of bullying will always be responded to.

At Thames Primary Academy a vital aspect of children's education and development is that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults - we pride ourselves on the high expectations we set and will consistently challenge any behaviour that falls below this.

Bullying in any way, shape or form will not be tolerated.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Thames is considered to be, " unacceptable behaviour which occurs '**lots of times, on purpose**'."

Bullying can be short term or continuous over longer periods of 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 focussing 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, Facebook misuse etc... 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 and 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.

Bullying is not:

actions that occur once (i.e., no pattern) or done with no intention of hurting others (or gaining power).	
Physical behaviours such as:	<ul style="list-style-type: none"> ● accidentally bumping into someone ● making others play things a certain way ● pushing, shoving, tripping, hitting, etc.. which occurs ONCE (i.e., is not a repeated or pattern of behaviour)
Verbal behaviours such as:	<ul style="list-style-type: none"> ● a statement of dislike towards or about someone ● a single act of telling a joke about someone ● arguments or heated disagreements between two or more people/groups (the pattern of which is not repeated or intended to hurt or gain power) ● expressions of unpleasant thoughts or feelings regarding others
Non-verbal behaviours such as:	<ul style="list-style-type: none"> ● being excluded ● not playing with someone ● choosing different people or groups to play with from time to time

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...

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

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 driven 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 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.



Outcomes

All known/reported incidences of bullying will be investigated by the class teacher and by a member of the Senior Leadership Team.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it decides appropriate (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

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. eg PCSO's/Police, counsellor, NSPCC

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 advisory services, 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 using CPoms - under the category 'Behaviour' and sub-category 'Bullying.'

A record will also be kept under the child's Pupil e-Folder (Appendix 1) 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 Thames 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 Curriculum, the school Vision and Assembly Themes. Peer massage, Anti-Bullying Team, Anti-bullying week, Friendship Stop, E-Safety Day, Worry Box, Children are also consulted through in-school pupil questionnaires.

The ethos and working philosophy at Thames 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 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 too, are involved in the prevention of bullying as and when appropriate; and this can 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 then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep or Anti-Bullying Team reps
- 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, carer 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

Recording of Bullying Incidents

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

In the case of racist bullying, this must be reported to the Headteacher Mrs Harrison.

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.

Advice to Parents

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

1. Report bullying incidents to the class teacher or to a member of the Senior Leadership Team.
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, the 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 behaviour 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.

HELP ORGANISATIONS

Family Lives

Family Lives is a charity that runs a free and confidential 24-hour helpline for parents. Call 0808 800 2222 to speak about any parenting issue, including bullying.

Bullying UK

The Bullying UK website, which is part of Family Lives, has a dedicated area for parents.

Kidscape

Kidscape is an anti-bullying charity that runs assertiveness training courses for young people who've been bullied. There's extensive information for parents and carers on its website.

NSPCC

The NSPCC website has information for parents on bullying and cyberbullying.

Childnet International

Childnet International is a charity promoting the safe use of the internet by children. Its website has a wealth of detail, including information about bullying for parents and carers.

Contact a Family

Contact a Family provides advice, information and support to the parents of all disabled children throughout the UK. It also runs a free helpline (0808 808 3555).

Help from health services

Children can feel the impact of bullying even once it's ended. If they continue to feel anxious or low and it's stopping them getting on with day-to-day life, it may be time to ask for further help. You can speak to your GP or the school nurse about the problem.

APPENDIX 1

Behaviour - 'Bullying' 2017 – 2018

Date:

Who was affected?

Year Group:

Child(ren) displaying inappropriate behaviour (names and year groups):

Description of the incident:

Action(s) Taken

By whom

Conclusion – final outcome/reconciliation

Date: