

SECAT

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Building strong partnerships,
Building strong communities*

SOUTHEND EAST COMMUNITY ACADEMY TRUST

Anti-Bullying Policy



Richmond Avenue Primary School

October 2024

“Richmond Avenue Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

ANTI-BULLYING

At Richmond Avenue Primary School, we take bullying seriously and **bullying of any kind is unacceptable and will not be tolerated at our school.**

Behaviours such as bullying or harassment are totally unacceptable and such incidences will be managed in a timely manner and action will be taken in the best interests of individuals, school and community.

We believe that no one should experience bullying at our school. As a school, we recognise that any learner at any time can experience bullying and that staff, learners and parents play a role in identifying those who may be at risk.

If bullying does occur, all pupils should feel safe and be able to tell knowing incidents will be dealt with promptly and effectively. We are a safe and TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff they are happy to disclose to.

At Richmond Avenue Primary School we consider bullying to be a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying **isn't** when children of similar age and size find themselves in conflict due to an imbalance of power or use of intimidation.

Bullying can be:

- **Emotional** Excluding, tormenting e.g. hiding books, gestures.
- **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 focusing on, the issue of sexuality.
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing e.g. about weight, etc.
- **Social** Ostracism/rejection by peer group.
- **Cyber** All areas of Internet, such as email and Internet chat room misuse.
Mobile threats by text messaging and calls and/or misuse of visual images.

Roles and responsibilities

All Staff

It is the responsibility of all staff to follow the Behaviour Policy and actively implement and promote the Anti-Bullying Policy by:

- Consistently modelling expectations and supporting respect reflecting the School Rules: Be Kind, Be Safe, Be Responsible, Enjoy Learning.
- Taking an active role in National Anti-Bullying week, in line with the school calendar.
- Creating and consistently maintaining an open culture where learners feel comfortable to approach adults with any concerns.
- Developing an understanding of respect, resilience and positive relationships through the curriculum and rewards, including PSHE.
- Engaging with CPD training regarding promoting positive relationships and anti-bullying.
- Be aware and vigilant of the signs and symptoms of bullying.
- Reporting incidents of perceived bullying for the learner who is displaying bullying behaviours and for the learner being bullied to the Pastoral Care Team, using the agreed form.
- Teachers ensuring that all classrooms have a 'Worry Box' so that learners can anonymously seek staff support for issues including bullying.
- Teachers displaying the Five Steps Behaviour Consequence and making these clear to pupils

Learners

It is the responsibility of all learners to follow the School Rules and Behaviour Policy and to uphold the Anti-Bullying Policy by:

- Contributing to its development through learner voice.
- Creating positive relationships and preventing bullying.
- Understanding their role in preventing and reporting bullying as a 'by stander' or 'observer'.
- Sharing their views and opinions on anti-bullying through pupil voice, assemblies and Pupil Council.
- Actively engaging in curriculum activities to develop awareness of anti-bullying, respect and resilience.
- Accessing support links via the school website.

Pastoral Team

It is the responsibility of Pastoral Managers to implement, actively model and promote the Behaviour Policy and implement the Anti- Bullying Policy; supporting learners who have been bullied by:

- Listening to the learner's/staff's account of the incident.
- Reassuring the learners they have done the right thing reporting the incident.
- Recording the learner's account including the incident(s), persons involved, witnesses and the learner's responses.
- Explaining that any further incidents should be reported to them immediately.
- Informing parents as soon as possible and offering advice and support.
- Following learning support protocol to be signposted to the correct support systems, for example, health and wellbeing support.
- Keeping parents informed of actions, strategies and additional support required, including external agency involvement.

And supporting learners who have displayed bullying behaviours by:

- Listening to the learner's account of the incident.
- Recording the learner's account including, the incident(s), persons involved, witnesses and the learner's responses.
- Revisiting the School Rules
- Using the tools associated with The Essex Step On approach to Behaviour Management (as outlined in our Behaviour Policy) (eg Roots and Shoots, Anxiety Mapping) in order to identify behaviour triggers and support change
- Where appropriate, to provide pro-social experiences to engender pro social behaviour
- Informing parents as soon as possible and offering advice and support.
- Following learning support protocol to be signposted to the correct support systems, for example, support with understanding how we can hurt people's feelings.
- Keeping parents informed of actions, strategies and additional support required, including external agency involvement. Reporting serious and repeated incidents of bullying may lead to consideration under safeguarding.

Why is it important to respond to Bullying?

Bullying hurts; it can be physically and emotionally damaging. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We believe at Richmond Avenue that we have a responsibility to respond promptly and effectively to issues of bullying.

Prevention

We will use the following methods to prevent bullying and will monitor and will continuously review these prevention methods via the pupil voice:

- Train staff annually on the school's therapeutic approach to Behaviour management
- Assemblies to explore important themes such as friendship, conflict, power, trust and the promotion of whole school understanding of the anti-bullying policy.
- Collectively writing a set of school / class rules.
- PSHE curriculum implemented across all EYFS, KS1 and KS2 classes.
- Small group support raising pupil's self-esteem implemented by learning mentors.
- Cross Phase Challenge Morning & Paired reading opportunities across all Key Stages.
- Circle Time.
- Writing stories, poems or drawing pictures about respect.
- Reading stories about bullying or having them read to a class or assembly.
- Restorative Practice: Key members of staff have undertaken training and implement restorative practice training.
- Regular training for governors, teaching and non-teaching staff to establish a common understanding within the school and an emphasis of the need for vigilance and the use of the most appropriate and effective strategies.

What to do if you suspect a child is being bullied

Signs and Symptoms

A child may indicate by signs of communicating 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.
- Doesn't want to go on the school / public bus.
- 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 do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (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 cyber message is received.

This list of signs and communicating behaviours is neither exhaustive nor should be considered in isolation as a checklist but could indicate other problems; it is important that bullying should always be considered as a possibility and is investigated.

See Appendix 1: Pastora Care Referral Form

What to do if you are worried about a child being bullied

1. In the first instance, the concern should be reported to the class teacher who will meet with you to discuss your concerns and arrange a follow-up meeting if required.
2. In all cases of bullying, the incidents will be recorded by staff and reported to a member of the leadership team who will investigate the incident further, if required.
3. In persistent or serious cases, parents will be informed and asked to come in to a meeting to discuss the problem.

4. If necessary and appropriate, the head teacher will consult with the police.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped appropriately.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. The victims will always be offered support and attempts made in regards to reparation.

Desired Outcome for the Victim

As a result of the intervention the victim should be:

- Empowered to deal with similar situations that might arise in the future.
- Given opportunities to practice the new skills required (drama, role-play etc...)
- Given messages by adults that they don't have to be a victim.
- Provided with opportunities that will increase status and self-esteem.

Desired Outcome for the Bully.

Bullying makes bullies feel good. As a result of the intervention the bully should be:

- Made aware that bullying is not an acceptable way at Richmond Avenue School.
- Made fully aware of the consequences and sanctions.
- Provided with alternative means of feeling good, i.e. pro-social experiences, self-esteem group, helping others etc...

Bullying outside the school's premises

Bullying can take place outside the school gate, and on journeys to and from school. The bullying may be of pupils of the school or pupils of other schools or people not at school at all.

We encourage children not to suffer in silence. Where a pupil tells of bullying off the school premises we will:

- Identify who is involved in bullying.
- Identify where the bullying is taking place.
- Talk to local police about problems on local streets.
- Talk to the head of another school whose pupils are bullying off the premises.
- Map safe routes to school, and tell pupils about them.
- Talk to pupils about how to avoid or handle bullying outside the school premises.

Cyberbullying by text messages on mobile phones or using the Internet

At Richmond Avenue Primary School and Nursey children are not permitted to bring or use mobile phones in school (with the exception of Year Five and Six Pupils who walk home alone, who may bring in phones to be stored securely by teachers until the end of the day). In any other case if mobile phones are brought to school they are stored securely in the school office till the end of the school day and parents & carers asked to ensure that their children do not bring them in again.

At Richmond Avenue Primary School we aim to promote a culture of confident users to support e-safety. (Please refer to e-safety policy for further information). Online bullying is an unfortunate aspect of the use of new technologies, perceived as providing an anonymous method by which bullies can torment their victims at any time of day or night.

There are clear procedures in place to support anyone affected by Cyberbullying:

- All incidents of cyberbullying reported to the school will be recorded.
- There will be clear procedures in place to investigate incidents or allegations of Cyberbullying.
- Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

- Sanctions for those involved in Cyberbullying may include:
 - The bully will be asked to remove any material deemed to be inappropriate or offensive.
 - A service provider may be contacted to remove content.
 - Internet access may be suspended at school for the user for a period of time.
 - Parent/carers will be informed.
 - The Police will be contacted if a criminal offence is suspected.

Children have produced resources and guidance that can be used to give practical advice and guidance on cyber bullying: <http://www.digizen.org/cyberbullying>

Children are taught to immediately alert a staff member if they see anything online that worries them. Each year group receives regular lessons on E-safety and reminders to report concerns are backed up in assemblies. Children are also taught that they can report cyber bullying or any other E-safety concerns to CEOPS and the CEOPs logo is displayed in all classrooms as a reminder.

What to do if you continue to have concerns

If you continue to have concerns about a child.

1. Make an appointment to see the class teacher.
2. Following this, if you continue to have concerns then please make an appointment to see the Headteacher or in her absence the Deputy Headteacher.
3. If you continue to have concerns following the above actions then you have the right to contact the Chair of Academy Committee to discuss your concern.

Monitoring and evaluating the impact of the Anti-bullying Policy

The Head teacher and leadership team proactively monitor the impact and evaluation of whole school Behaviour Policy and Anti-Bullying Policy in liaison with all staff to:

- Ensure whole school / pupil surveys are held regularly to monitor pupils' perception of bullying within the school and to identify any potential 'hot spots' to be eradicated.
- Monitoring and reviewing the Behaviour Policy annually.
- Review day-to-day implementation of anti-bullying policy.
To annually survey parents' perceptions on how the school deals with bullying and if we could do better.
Monitoring any incidences of bullying.
- Report to the Local Authority any racist bullying and Academy Committee of any reported bullying incidents.

The Role of the Academy Committee

The Academy Committee monitors the implementation of the Anti-Bullying policy and guidance within the context of the school. This is achieved through:

- Annual review of Behaviour Policy and Anti-Bullying Policy.
- HT reporting to Main Academy Committee Meetings on matters relating to behaviour, discipline, exclusion and attendance.
- Governors regularly visiting the school and monitoring school ethos.
- Designated Governors for Safeguarding.
- Monitoring records of any consequences provided.
- Monitoring any incidences of bullying.

Appendix 1



Request for Pastoral Support



Child's name:

Date of request:

Class:

Teacher:

Name and position of person requesting support:

**Key issues / reason for referral request:
(include educational / social and emotional / physical concerns)**

Class concerns and how they present:

Playground concerns and how they present:

Strategies and interventions that have already been tried or are currently in place:

Any concerns raised from home: