



Primary Years Anti-Bullying Policy

Introduction

We believe that every child should feel safe and supported and must be able to learn in a school environment, free from bullying. We recognise the negative impact bullying has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in our school community and this applies both to the bullying of pupils and teachers.

Objective of this Policy

The aim of the Primary Years Anti-Bullying Policy is to ensure that TISB students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour, the consequences of which can be extremely damaging to the victim; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available in schools.

What we do at TISB

- We listen - all pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying
- We include - all pupils are included, valued and participate fully in all aspects of school life
- We respect - all school staff are role models to others within the school concerning how they treat others
- We challenge - all forms of discriminatory language is challenged taken seriously
- We celebrate diversity - diversity is actively and visibly celebrated and welcomed across the whole school
- We understand - all school staff, pupils, parents and carers understand what bullying is and what it is not
- We believe - all pupils and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying
- We take action - we respond quickly to all incidents of bullying

TISB defines bullying as

“The repetitive, intentional physical or emotional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying can be

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening 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 focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber – All areas of internet, such as email and internet chat room misuse of technology, i.e camera and video facilities

At TISB we make a clear distinction between bullying and “one-off” examples of conflict between people or groups of people. To assist with this distinction, we use the mnemonic: **Several Times On Purpose**

Signs and Symptoms of Bullying

A student 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 student:

- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious or lacking in confidence
- loses concentration in class or with homework and probably begins to do poorly in school work
- starts stammering
- has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

The role of the PY Deputy Principals (PYDPs)

- It is the responsibility of the PY DPs 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 identify and deal with incidents of bullying.
- The PY Deputy Principals ensure that all children know that bullying is wrong and that it is unacceptable behaviour in this school. They draw the attention of children to this fact at suitable moments. For example, if an incident occurs, he/she may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.
- The PY Deputy Principals ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The PY Deputy Principals set 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 and support staff

All the staff at TISB take all forms of bullying seriously and seek to prevent it from taking place.

- Teachers record all incidents that happen in their class and that they are aware of in the school. If bullying is suspected, the teacher must inform the PY DPs immediately. Incidents of bullying are collated centrally by the Principal. If teachers witness an act of bullying, they will investigate it themselves and refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, his/her parents are informed. The parents of the child doing the bullying are also informed.
- We also record incidents that occur near the school, or on the children's way between school and home including on the school bus. Any adult who witnesses an act of bullying must inform the PY DPs.
- When any bullying has taken place between members of a class, the teacher will deal with the issue **immediately**. This will involve counselling and support for the victim and a sanction for the offender. We

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believe it is paramount that every child feels safe. Time is spent talking to the child who has done the bullying. We help them to reflect on their behaviour to help them understand why their action was wrong and how they should change their behaviour in future. Through discussion and reflection sheets and activities, we help them to develop empathy and responsibility for their actions. We invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Principal will insist that the parents seek help from outside agencies.

- All members of staff routinely discuss bullying and how to deal with it, which equips them to identify bullying and to follow school policy and procedures about behaviour management.

Raising Awareness

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use:

- Drama, role-play, stories, poetry, discussion etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour
- Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere
- P.S.H.M.E. is used to help children to learn about bullying, kindness, respect for all and friendship
- Assemblies are used to discuss behaviour and citizenship
- Respect for diversity and other cultures is developed through the Primary Years' themes on celebrating cultures, festivals and differences

Teachers use a range of ways to make sure that children communicate any bullying. This may include worry boxes in the classroom, 'Bubble Time', Circle Time, Think Books. All of these are used to talk about issues of bullying and also acts of kindness.

All staff are role models to the children and treat all children with respect and fairness at all times.

Children who have been bullied will be supported by

- offering an **immediate** opportunity to discuss the experience with class teacher or member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence

Children who have bullied will be helped by

- discussing what happened
- discovering why he/she became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the child

Sanctions

If a child bully another they will be

- Removed from the immediate situation of the event
- Sent to PY Deputy Principals
- Playtime/Golden time missed to discuss behaviour with PY Deputy Principals
- Parents informed by phone
- Apology written to the child who has been bullied; a 'Think Sheet' might also be completed
- Behaviour monitored by class teacher and PY Deputy Principals
- Individual behaviour plan developed including strategies and targets which are discussed with child, parent, class teacher and PY Deputy Principals. Behaviour plan will be monitored daily by class teacher and PY Deputy Principals
- If bullying behaviour continues then the child may be excluded. The Principal makes the final decision

The Role of Parents

We expect all parents to support the school in making our school a safe place for all children.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher **immediately**. If they are not satisfied with the response, they should contact the PY DPs.

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know
- Pupils are taught about the role of the on lookers in bullying and are encouraged to tell if they think somebody is being bullied
- Pupils are invited to tell us their views about a range of school issues, including bullying