

Robert Peel Primary Schools Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. Our school vision encompasses our passion to eliminate any forms of bullying.

School Vision

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

Objectives of Policy

Our school community

- Discusses monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle any bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils adhere to the anti-bullying policy.
- Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints. Parents / carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of Bullying

Bullying is "Behaviour by an individual or a group, repeated over time, which intentionally hurts another individual either physically or emotionally".

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Forms of Bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to learning difficulties or disability.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or children in care or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy.
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support, Pow-Wows, questionnaires and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying including recording incidents of bullying
- Actively create "safe spaces" for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Involvement of Pupils

We will:

- Regularly canvas children's views on the extent and nature of bullying through the School Council, Pow-wows and questionnaires.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents / carers know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents about what types of behaviours would be deemed as bullying and what actions the school takes.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints policy
- E Safety policy



- PSHE & Values Education
- Promoting Positive Behaviour Policy
- Safeguarding Policy and procedures
- Confidentiality Policy
- Dealing with Racist Incidents Policy
- Anti-Radicalisation Policy
- Equality, Diversity & Inclusion Policy

Monitoring and Review, Policy into Practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, the Senior Leadership Team, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.