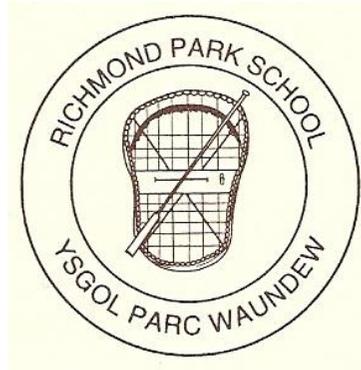


RICHMOND PARK PRIMARY SCHOOL

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Relationships & Well-Being; including the Anti-bullying Policy

Date of Policy	Spring 2022
Date to be Reviewed:	Spring 2024
Approved at Governor's Meeting Dated:	Sub committee 02 12 21 Ratified by FGB on 7 th April 2022
Signed by Chair of Governors:	Brenda Scourfield

Introduction and Purpose

At Richmond Park Primary School we want to create a calm, safe, happy, vibrant, purposeful, inclusive and positive environment. We also want to create an emotionally healthy and creative environment. This policy is not about how we 'control' or 'manage' behaviour. It's about how we take seriously the important job of teaching and nurturing our children to understand and reflect on their emotions and develop as caring and responsible people.

We aim to help all of our children explore, experience and understand relationships and to help them to develop positive relationships with others. At our core, we want children to experience grace and to know acceptance.

We aim to teach children to understand and respect their own and others rights. This policy relates particularly to the following articles of the UNCRC: Articles 1, 3, 12, 19, 28 and 29.

The purpose of this policy is to outline how we approach relationships within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships with everyone - children and adults, pupils, staff, governors, families, local community, and all the agencies with whom we work. We make every effort to achieve this using a consistent restorative approach.

Principles

The principles which underpin this policy are:

1. Unconditional positive regard for all pupils.

We believe that children who are treated with empathy, understanding and respect will learn to be empathic and respectful towards other people.

2. Restorative

We are proactive in building and maintaining relationships in order to create a sense of community. When relationships are positive, we are less inclined to harm each other, thus reducing the amount of conflict in our school community. We constantly reflect on what we need from each other in order for us to be our best. We will always endeavour to work actively with each other to resolve problems and conflicts, rather than trying to 'rescue', impose or ignore issues. We will use consistent restorative approaches.

3. An understanding that behaviour usually has a reason and that all behaviour is a form of communication

We know that children who present with 'challenging behaviour' often have unmet needs. We understand that we need to address the underlying reasons for challenging behaviour in order to support children's developing emotional literacy and behavioural self-regulation. Emotional literacy refers to children's ability to understand their own and other's emotions.

4. A highly individualised approach

We recognise that some children may have faced particular challenges that mean they will need a highly individualised approach.

5. Positivity

We recognise the importance of the language we use with children. We commit to using positive language with children to build self-esteem. We acknowledge the **power of praise** and the notion that 'what we pay attention to is what we get more of'.

6. Consistency

We aim to have a consistent positive approach across the whole school based on restorative principles. We aim to set clear boundaries which are enforced consistently, fairly, calmly and firmly.

7. Self-awareness and self-esteem

We recognise the need for our own self-awareness as adults, as well as the need for a curriculum that develops self-reflection in children and a policy that supports positive behaviour in school.

Building and Maintaining Relationships

All staff have been trained in, and are expected to use, Restorative Approaches. This involves building relationships with the children, colleagues, parents and carers, and the wider school community. One way that we do this is through the use of circles for weekly check-ins and using problem solving approaches to issues as they arise. Another is to ensure we teach children the vocabulary to discuss their feelings and to reflect on their own needs and those of others. An emotion coaching approach is used through the school.

Our class charters are developed each year with each new year group, to build our classrooms as communities who care about their needs and rights and those of others.

What is the role of adults in our school?

- All adults will demonstrate unconditional positive regard for the children in our care
- All adults in our school have high expectations of children
- All adults will take a child-centred approach; each child is respected and listened to. There is a clear emphasis on building and maintaining positive relationships.
- All adults share a consistent, common language and approach, although each child is treated as an individual.
- All adults challenge the use of racist, homophobic, sexist and disablist language and behaviour
- All adults understand the need to act as positive role models. This includes modelling apologising and offering and accepting forgiveness
- All adults will deal with situations calmly and refrain from shouting unless there is a safety risk
- All adults make it clear when inappropriate or challenging behaviour is displayed that it is the behaviour that is disapproved of and not the child
- All adults will aim to help children to be reflective and self-aware, independent and self-regulating, respectful and non-judgemental.

What is the role of children in our school?

- Children are encouraged to be active participants in all areas of school life, as well as through the school and eco-councillors. They are expected to take a role in choosing and planning their learning.
- Children are consulted in agreeing the school and class charters which reflect on both 'needs' and their rights
- Children are encouraged to refer to the school charter and to learn from the choices they make
- Children who act as peer mediators in any form receive training. When requested by other children, they help address issues at the earliest and lowest level possible using a restorative approach.

What is the role of parents in our school?

- Parents are a hugely important part of our school community. As a school we recognise that parents have their own needs and we seek to address these through various support via ALN and Safeguarding support and also through activities offered under the umbrella term of Parents Engaged Actively in School.
- Parents primary needs are felt to be: supportive challenge, support, inclusion, a sense of purpose, kindness, understanding, encouragement and co-operation
- We ask all parents to engage with the school and be supportive of the school ethos; to ensure excellent attendance and punctuality; and to celebrate their children's achievements
- We have an established Parent Council. The point of this council is to ensure that parents have an effective voice in school life
- We value our relationships with parents greatly and seek to engage in a respectful, non-judgemental, co-operative and inclusive way.
- When we have meetings with family members, carers and other agencies, we will adopt a restorative mindset and person-centred approach as our first choice wherever possible.

Developing emotional literacy throughout the school

Emotional literacy is the ability to recognise, understand and appropriately express our emotions. As a school we believe that developing emotional literacy is a crucially important part of the learning we offer in the school. We help children to become emotionally literate through:

- Collective worship (values and rights focus)
- Weekly check in circle times using restorative approaches
- Developing children's understanding of needs and the vocabulary associated with this
- Using emotion coaching techniques to support children's awareness of emotions and their ability to communicate their feelings
- Developing awareness of children's rights
- Agreeing clear consistent boundaries

When things are going well:

The Power of Praise

Praise is an important way of encouraging and supporting children, of showing we are pleased, enthusiastic or grateful. Praise is a very powerful tool in managing children's behaviour. We recognise that there is a difference between praising a child for something they have done (praise for doing) and praising a child for who they are (praise for being). We recognise that children need both types of praise.

Ways in which we give children praise in our school:

- Thumbs up
- Smile
- 'Job well done' verbal praise
- ClassDojo points
- Collaborative rewards

- Various Certificates
- Going to visit another class, teacher or Headteacher

Children are rewarded and praised differently according to their developmental stage. With our younger children, we may use photos of children engaging in positive behaviour as a way of celebrating their success or helping children to talk about their feelings or behaviour. We also recognize that some children find praise very difficult to accept and staff may choose to praise in private rather than using any of the above 'public' methods. Staff will always try to ensure that praise is non-gender specific.

Collaborative Rewards

Collaborative rewards encourage co-operation and a sense of community. Every child can contribute to a shared, earned reward and so everyone's effort, no matter how small, is appreciated by the whole group. The classes each contribute to the collaborative reward system such as to the rewards for best improvement in whole class attendance. Once the reward is given it is not taken away.

When things are not going so well:

Ignoring and distracting

Sometimes children will engage in negative behaviour to get attention. It is sometimes good to ignore this and to give lots of praise when the wanted behaviour is shown.

Reminding children with positive language

We always try and remind children what they should be doing using positive rather than negative language e.g. 'remember to walk', 'we share nicely in this class'

Repairing Relationships

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive way with all affected. Our aim is to enable children to learn from these experiences.

Levelled response to issues

The restorative approach uses the lowest level and simplest response at the earliest opportunity for all affected by the issue/s

STAGE 1 - Clear Communication

We expect staff to use clear communication. This avoids unnecessary confrontation and supports children's growing vocabulary for their own needs and emotions. To this end emotion coaching and 'I messages' are used through the school. Emotion coaching refers to the process of acknowledging and labelling children's emotions. A **PLACE** approach (Dan Hughes) is used where the following: *Playfulness, Labelling, Accepting, Curious, Empathy* supports communication.

'I messages' refer to an assertion about feelings of the speaker without putting the listener on the defensive. For example,

- 'When I heardI felt
- When I seeI feel disappointed that....
- This is affecting me (and maybe others) in this way.....
- I wonder if ...
- I need you to...

STAGE 2 - Restorative Conversation

- Informal chat using the Restorative Questions (this does not always require preparation time or an outcome agreement).
- Could take place in the classroom or corridor, dining hall or playground at any time.
- Individual member of staff takes initiative and leads process.
- Low level pupil issues can be referred to the peer mediators for a restorative one to one meeting, or conference between pupils. The same practice and recording and supervision standards apply for pupil led meetings as with adults, with clear safeguarding processes and staff oversight.
- With our younger children, we encourage them to think about how another child might be feeling ('look at their face, how do you think they might be feeling'.. 'what can we do to make the situation better' (say sorry, find upset child a tissue or favourite toy). Our aim is to support children to learn through the situation.

STAGE 3 - Formal Meeting

- If undesirable behaviour continues, a child/children and member of staff meet for a more formal conversation about the incident. This always needs to be carried out in an age-appropriate way and when children are ready for this approach.

Pupils may be given a copy of the Restorative Questions and allowed time and space to think and prepare if needed.

- Children are encouraged to talk about what needs to happen to move the situation forward and may suggest their own consequences (see below)
- In KS2 our ALN HLTA is available each day to take the time to help children resolve issues.

STAGE 4 - Formal Conference

- A formal meeting may be required to deal with more serious incidents, and ideally should be facilitated by a member of staff that is not involved. This meeting may be carried out by a member of the senior leadership team or another member of staff but senior staff and/or parents/carers should be informed.
- The restorative questions are asked of each party.
- There must be an outcome agreement. Where agreed next steps are decided upon.

STAGE 5 - Restorative Space/Exclusion

- Where other stages have not been effective, or when there is a concern about safety, a pupil may be taken to the Headteacher's office
- There will be a restorative conversation or meeting. There may be a re-integration meeting with the member of staff involved, and a written and signed Outcome Agreement/record produced that is shared with all affected for tracking outcomes delivery and change.
- On occasion a child may receive an internal exclusion for a part or all of the school day and be asked to spend time in another classroom following an incident (this is not the same as younger children being given time to calm down in another class). If this is the case, parents will be informed. There should be a restorative conversation with the teacher before re-integration into the classroom.

'Consequences' in our school:

The aim of our approach is always to repair and restore relationships and to enable children to learn to reflect on their emotions and actions. Therefore, there is less focus on punitive responses as the aim is always to promote learning and emotional growth. As part of the restorative approach we are moving towards helping children to suggest consequences as they increasingly take control of their behaviour and the resolution of conflicts. This would mean asking children what they need to move the situation forward.

1. Specific consequences

We believe that children sometimes learn best where there are natural consequences tied to their undesirable behaviour. If they choose to keep talking and not finish their work, they will have to stay in at break time to get the work done. If they make a mess, they will need to spend time cleaning the mess up. These consequences are immediate and are given in the context of 'choices and consequences'. Consequences are more meaningful if part of a restorative enquiry and suggested by the children themselves.

2. 'Time Out'

Time out in our school is not about punishing children but about helping them to manage difficult emotions. It provides a cooling off period. Many of our classrooms have developed 'cool off' areas. Our aim is that as children get older they may begin to recognise the need to cool off themselves and use these areas in a pre-emptive way. Some younger children may be asked to sit quietly in another class whilst they reflect and calm down. A timer may used with younger children.

We recognise that children need time and space to calm down and we will help them to recognise this by saying things like 'when you are feeling calm come and rejoin the group' etc. When children are calm, they are asked to reflect on the episode, talking about how they were feeling and what they could have done differently. This reflection is where children learn about their own feelings and how to manage them.

3. Internal Exclusion

It will sometimes be the case that a child will receive an internal exclusion and be asked to work outside of their classroom. In such cases parents and senior leaders are involved. The class teacher should provide work and liaise with the teacher whose class the child is going into.

4. External Exclusion

The aim of the school is to make every effort to support the child in avoiding a formal fixed term exclusion. When a fixed term exclusion is being considered the school will always have regard to the legal framework and guidance from the Welsh Government (Guidance 081/2012 Exclusion from Schools and Pupil Referral Units) and seeks the advice of the local authority exclusion team. External exclusion is a last resort and is only for serious

breaches of behaviour and when alternative solutions have been ruled out.

The Governors Discipline Committee must meet when a learner exceeds 15 days of exclusion. The school recognises that in cases of more than a day's exclusion, work must be sent home and marked.

The school is required to take due regard of the Equality Act in this, and every area of school life. The best interests of the child needs to be at the core of any decision to exclude.

If the Headteacher decides to exclude a pupil the parents must be informed immediately by telephone and then by letter. The letter must state the reason for exclusion and the time period of the exclusion as well as the name and contact details of the Local Authority Exclusion Officer.

Following an exclusion, parents will be invited into school to discuss their child and how any problems can be addressed.

Permanent exclusions are extremely rare and is always the very last resort. Where a permanent exclusion is deemed necessary and appropriate, then the legal framework and guidance will be followed.

Where children need additional emotional support

We have a clear understanding that those children who display 'challenging behaviour' are amongst the most vulnerable in our school. Our approach therefore needs to be differentiated based on the needs and emotional state of the individual child. Our definition of what constitutes challenging behaviour and a vulnerable child includes:

- Children who are unable to cope with their feelings and emotions

- Children who cause injury to themselves or others
- Children who clearly have needs which are not being met
- Children who are disaffected, anxious, sad or lonely
- Children who attention seek, needing either positive or negative attention
- Children who have attachment difficulties or who have experienced adverse childhood experience
- Children with other learning difficulties (e.g. ADHD, ASC)
- Children with a very negative opinion of themselves because of low self-esteem
- Children who are identified as either a bully or being bullied
- Children with very poor attendance
- Children who present with inappropriate behaviours, including inappropriate language for their age
- Children who seem to be uncontrollable with poor strategies for poor regulation and for calming themselves down

In addition to the general approach of the school, children may also be given the following additional support:

1. ELSA Support

ELSAs are Emotional Literacy Support Assistants. We have a dedicated member of staff trained as an ELSA. The ELSA supports children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

Children may receive a number of 1:1 or small group sessions with a trained teaching assistant. The aim of these sessions is to give children the opportunity to talk and learn about emotions and to gain confidence. Parents are informed when children are taking part in the ELSA programme.

2. ALN HLTA : Mental Health & Well-being

We employ an ALN HLTA in the school who is trained to deliver 1:1 and small group sessions with children to explore feelings and behaviours. The HLTA helps children with emotional and behavioural difficulties. Parents will always be involved with any formal support packages. A 'nurture room' called the Cwtsh is available for these sessions.

3. Referring to other agencies

Sometimes we feel it may benefit a child to have some additional support from another agency. Sometimes we may refer to the Behavior Support in the Community Team, whose specialist staff work alongside school staff on strategies to support children. Sometimes we may ask the Educational Psychologist to work with a child. We will always speak to parents before a referral is made.

Lunchtime and playground support

Lunchtime and break times are part of the school day and children are expected to follow the School Rules. The plan is that in KS2 in 2022, children will train as peer mediators to be effective in using restorative conversations to resolve low level conflicts. Currently in KS2 older children also work as 'playground buddies' to support younger or less confident children. We also employ the support of Sport Ambassadors across the school who support children in active play which is often useful as a distraction to negative playground behaviours.

Appendices:

Appendix 1: Restorative approaches in our school

Appendix 2: Child Friendly version of this policy

Restorative Approaches Framework at Richmond Park Primary School

	<u>What</u>	<u>Who</u>	<u>When</u>	<u>Where</u>
Building and	Classroom charter	All Classes	Start of Year	Classrooms
	Circles in Classrooms	Teaching Support Staff Pupils	During lessons across the curriculum	
Maintaining Relationships	Circles in groups for Support and Challenge 'Talkabout' sessions for identified KS2 pupils ELSA sessions Drawing and Talking for identified individuals.	Ed Psych. BSCTsupport Teaching and support staff ELSA	As required	Classrooms Cwtsh
	'I' Messages	Teaching Support Staff Lunch Supervisors	During lessons, break and lunch times, etc for low-level disruption	Classrooms, hall, playground, corridors,
	Restorative Conversation - "informal chat"	Teaching	During lessons, break and lunch times, etc for low-level incidents, or if an "I message" has not been effective	Everywhere - inside and out

		Support Staff (daily restorative lead) Peer Mediators		
	Restorative Conversation - Formal Meeting	Teaching staff Support staff	For continued low-level incidents when an "informal chat" has not been effective	Quiet area
	Formal Conference	Ideally led by a trained staff member who was not involved in the incident Parents and Senior Staff to be informed	Serious incidents	Private room
	Restorative Space/Exclusion	ELSA Headteacher/Deputy	Where other approaches have been ineffective or where safety is compromised	Headteacher's office

Your guide to our Relationships and Wellbeing Policy

All children have rights no matter what.

You have the right to come to school and to feel safe (Articles 28,19)

Every class has a class charter. Children talk about their needs and rights and the class agree their charter together.

Everyone is expected to try and follow the charter.

You have the right to be listened to (Article 12)

All adults in our school will listen to you.

You have the right to tell us how you feel. You have elected class councillors to help us run the school.

We use a restorative approach to sorting out problems. The **peer mediators** are children who have had extra training to listen to you.

You have the right to be the best you can be. Everyone who works with you should do the best for you (Articles 29, 3)

All children learn about emotions in our school. Some children may find it harder to learn about their emotions, to tell others how they feel and to calm themselves down. In school we have things like ELSA with Miss Mel & Drawing & Talking with Mrs Heckler that can help you. A special place or special toys may help you feel calm.

How we help build, maintain and restore relationships in our school

Building Relationships

We all need to work hard to build relationships in our class. We learn to listen to each other during our circle times. We get to know each other and agree our class charter.



Maintaining Relationships

We work together on our class rewards. We give each other compliments and get to know each other. We go on trips and have lots of fun together.



Repairing Relationships

When we fall out and argue we need to mend our relationships. The peer mediators or adults in school will help you using the restorative questions



The Questions

What happened? What were you thinking? How were you feeling? Who was affected? How? What do you need to move forward?

ANTI BULLYING POLICY

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

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.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. 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. The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” *‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001).*

Bullying can be short term or continuous over long 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 focusing 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, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, I- pad, games consoles, etc.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- ALN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, 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.

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 Additional Learning 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. Staff should have been trained in Child Protection and Attachment Awareness to be more informed about this.

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 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 or by a senior member of staff.

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 also take place in line with our behaviour policy, e.g. a parent being informed about their child's behaviour and a request that the parents support the school. Wherever possible, the pupils will be reconciled using Restorative Approaches.

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 police, counsellor, behaviour support services, etc.

In serious cases (this is defined as children displaying an on-going lack of response to our interventions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, 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 on our management system, Teacher Centre, as well as our behaviour tracking tool, Class Dojo. These will be monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded via the Headteacher Report to Governors. They will also be shared with the LEA when they collect their bullying data each term.

STRATEGIES TO PREVENT OR REDUCE BULLYING

Richmond Park Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised:

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Relationships and Well-Being Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of Circle time
- Use of Restorative Approaches
- Promotion of Playground Friends / Buddy Bus Stop (Specified area in the playground).
- Questionnaires.
- Good parental communication.
- Awareness raising eg class information meetings, School Policies Booklet issued, newsletters, website.

- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, Childline, Behaviour Support Team.
- Staff training / effective communication.

Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Deputy Headteacher / Headteacher / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Decisions will be made as to the way forward and any consequences discussed

Prevention

At Richmond Park we use a variety of methods to support children in preventing and understanding the consequences of bullying. These are done through class assemblies, PSHE and Citizenship lessons, SEAL, Topic themes, the school vision and assembly themes including Student5ADay, Reflex Therapy In Schools Programme, Anti-bullying week and continued focus, Friendship Stop, E-Safety Day, Show Racism the Red Card, Police Liaison for schools programme, e-safety lessons, anti-bullying sections on the school website and HWB+, Derbyshire Positive Play, Lego therapy, Drawing & Talking, ELSA etc.

The ethos and working philosophy of Richmond Park 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 are to 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 are involved in the prevention of bullying as and when appropriate. These may include:

- writing a set of school or class charter
- 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
- 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 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
- Visit the school website for ideas of what to do next.
-

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the **Behaviour Log on Teacher Centre and Class Dojo**. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

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 shared 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 in the first instance.
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, 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. This could be done through interventions within school, or through support from an external agency.

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:

Advisory Centre for Education (ACE) Children's Legal Centre
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) Parentline Plus

Youth Access Bullying Online

020 7354 8321 0845 345 4345 0845 1 205 204 0808 800 2222 020 8772 9900 www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens London SW1W 0DH

As a Pupil

What Can You Do If You Are Being Bullied?

Remember that your silence is the bully's greatest weapon.

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse. Talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

A poster (Appendix) is on display around the school to make children aware of what bullying is and is not.

If you know someone is being bullied:

- i. **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ii. If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- iii. Do not be, or pretend to be, friends with a bully.

As a Parent

- Look for unusual behaviour in your children. For example, s/he may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent, etc.
- If you feel your child may be a victim of bullying behaviour, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow.
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

As a School we will:

- Organise the community in order to minimise opportunities for bullying.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, eg, the PSE programme/Circle Time/SEAL/Assembly time.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review School Policy and its degree of success.
- Continue to have a firm but fair discipline structure. The rules are few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Be positive and proactive in teaching children to celebrate difference and diversity.
- Encourage the children to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage children to treat everyone with respect.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.

Action to be taken when bullying is suspected

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. All discussions about bullying are logged. If any degree of bullying is identified, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victim's parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the school premises if they feel it would help.
- By taking one or more of the eight disciplinary steps described below to prevent further bullying.
- Listening to what the child feels would make the situation better for them and acting upon it (e.g. discussing the situation with a few close friends, the class, having time out options etc).
- Increasing levels of supervision around the child to monitor the situation further.

We discipline and try to help the **bullies** in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.

- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the eight disciplinary steps described below to prevent further bullying.

Bullying Disciplinary Steps

1. The bully will be warned officially to stop offending.
2. Loss of points on ClassDojo, including any additional consequences as seen on our negative behaviour chart.
3. Informing the bullies' parents/guardians.
4. They may be excluded from the school premises at break and/or lunch times.
5. We may arrange for them to be escorted to and from the school premises.
6. If they do not stop bullying they will be suspended for a fixed period (up to five days).
7. If they carry on they will be recommended for suspension for a further fixed period (exceeding 5 days).
8. If they will not end such behaviour they will be recommended for permanent exclusion (expulsion).

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Teachers will take you seriously and will deal with bullies until the bullying stops, in a way which will not make things worse for you.

If you know someone is being bullied:

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- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Are You Being Bullied?

If someone called you a mean name unintentionally, that's being

RUDE!

If someone called you a mean name intentionally that's being

MEAN!

Don't be rude be a

DUDE

If someone is being mean to you constantly then that's

Don't be mean because you'll be

SEEN

BULLYING!