

Stroud Valley Community Primary School

Anti-Bullying / Hate Policy

Conflict Resolution Policy



Be Kind
Be Safe
Be Responsible

This policy has been written with consideration to the DfE guidance 'Preventing and Tackling Bullying (July 2017)'. It links closely with our behaviour and safeguarding policy as our foremost aim is to keep our children safe.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. **Bullying or hatred of any kind is unacceptable at our school.** If bullying or hate situations occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a TELLING school.

This means that anyone who knows that bullying /hate behaviours are happening is expected to tell someone. This may be a friend or school "buddy" who can then tell an adult, parents or a member of staff. All incidents of bullying / hate must be reported to the school and investigated.

Although the school is not responsible for children's behaviour and conflicts that occur outside of the school grounds, we recognise these may be carried into school. We have good, open relationships with our parents and always investigate any concerns they raise with us. Incidents of this nature can affect an individual's well-being and / or learning therefore we have a role to listen to those involved and aim to work towards a solution.

During the process of investigating a bullying /hate situation, we will work closely with parents and keep them updated of outcomes.

Within the curriculum the school raises an awareness of the nature of bullying/hate through the CPSHE curriculum, assemblies and other appropriate opportunities. **Children are taught to TELL an adult and that bullying of any nature is wrong and unacceptable.**

Pupils at Stroud Valley School are encouraged to do the following things to prevent bullying:

- treat each other respectfully
- refuse to bully others
- refuse to let others be bullied
- refuse to watch, laugh or join in when someone is being bullied
- try to include everyone in play, especially those who are often left out □ report bullying to an adult

All Staff at Stroud Valley School will do the following things to prevent bullying and help children feel safe at school:

- promote positive relationships to prevent bullying
- closely supervise pupils in all areas of the school and playground
- watch for signs of bullying and stop it when it happens □ respond quickly and sensitively to reports of bullying □ follow the procedures outlined in this policy.
- report incidents to the HT or SLT member and record on CPOMs

What is Bullying?

Bullying is behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DFE ' Preventing and Tackling Bulling, July 2017)

It is an abuse of power and results in pain and distress to the victim, who has in no way provoked the bullying. The bully thinks they are in control and the victim feels powerless. Usually the bullying is a campaign over time against a child, but sometimes there can be just one incident.

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures); gossiping; spreading untruthful rumours.

Physical - pushing, kicking, hitting, punching or any use of violence

Racist -racial taunts, offensive graffiti, gestures;

Sexual - unwanted physical contact or sexually abusive comments

Homophobic-because of or focussing on the issue of sexual orientation

Verbal-name-calling, sarcasm, spreading rumours, teasing

Taking of and/or damaging belongings

Cyber - such as sending inappropriate messages by phone, text, instant messaging through social media sites or apps; sending offensive or degrading images

Bullying is a form of peer on peer abuse and can be emotionality abusive; we recognise that it can cause severe and adverse effects on a child's emotional development. It will never be dismissed as ' banter' 'having a laugh'

Hate Crime

From Gloucestershire Hate Crime and Incidents Co-ordinated response (March 2019)

Hate Incident/Crime is defined:

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014)

If a criminal offence has been committed the incident becomes a Hate Crime.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity.

Gloucestershire also includes: age; gender (sex); and alternative subcultures, eg homeless

We understand that those who carry out these acts are unlikely to be motivated by 'Hate', and that often simply have a lack of awareness of the consequences of their actions.

At Stroud Valley we believe in teaching our children about the consequences of their action, how they affect another's feelings and how to make positive choices in relationships. Incidents reported to us will be investigated and the conflict resolution part of this policy carried out.

Monitoring the prevalence of such instances however is a critical part of understanding the scale of the issue and evidencing the need for earlier intervention and prevention measures in tackling the harm motivated by prejudice, before such attitudes become embedded, and further harm is done.

As a school we have a duty to report incidents of 'Hate' to the Local Authority.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.(DFE July 2017)

If a child reports that they have been the victim of cyber bullying we will listen and act as soon as we are able. We will support the victim and, if the person who has carried out the bullying is a member of Stroud Valley work with them to understand their actions and the consequences. The victim will be encouraged to collect evidence, for example in the form of screen shots. We will follow our conflict resolution approach so the victim feels safe and lessons are learnt from the actions.

Through our computing curriculum children are taught how to behave appropriately towards one another on line; how to report and respond to cyber-bullying.

All forms of bullying are taken equally seriously and dealt with as a priority.

Conflict Resolution / Reflection

Behaviour is the way in which a person acts or conducts him / herself towards others in response to a particular situation or stimulus.

All inappropriate behaviours are taken seriously at Stroud Valley and the behaviour policy will be followed to address behaviours not deemed as bullying. Each case of either bullying or conflict is treated individually with due regard to each person's situation.

An important role of education is to develop and nurture children's ability to understand themselves: become selfaware of their character, their strengths and areas to develop

We want our children to be able to conduct themselves confidently and be able to interact positively with everyone they come into contact with. These are life skills which will enable them to enjoy their lives, relationships and contribute fully to society.

Through our behaviour approach we aim to:

- encourage children to take responsibility for their behaviour choices, actions or words
- teach them develop their skills so they reflect on their behaviors, make amends and express what they could improve on
- teach them to be resilient in situations where behaviors towards them are unkind and know how to respond / behave themselves
- encourage them to have a positive outlook
- develop their communication skills so they can to express their feelings and emotions with others
- teach them skills to be able to self-regulate
- expect them to display kindness and empathy towards others
- expect them to be respectful towards all
- expect them to demonstrate good ethics / morals

Throughout life we all find ourselves in circumstances that are difficult and challenging. These need resilience and an ability to understand one's own reaction as well as the character to empathize and try to understand other points of view.

In everyday activities children, and adults, will find themselves in situations where they disagree about ideas and children naturally 'fall out'. We aim to teach our children the skills to deal with situations and how to arrive at solutions that all find acceptable. These are skills that are valuable throughout life.

Conflict is the opposition between ideas and interests and may result in a disagreement between children.

We recognise that conflict can develop into bullying if it is not handled correctly and children are not helped to resolve conflict quickly before the situation develops further.

In situations where conflict occurs, staff talk to each other regarding the individuals involved to understand all viewpoints. All children are then brought together to listen to each other in a supervised environment and the differences raised.

They are also asked to reflect on their behaviour and to describe how their actions made the other individuals feel.

An agreement is made about future behaviour towards others and about ways future disagreements may be dealt with.

Teachers will check with all children after this incident that the conflict has been resolved and that relationships have improved.

All incidents will be recorded and filed. The information will be recorded with all those involved to ensure it is correct and shared with parents if necessary. If a trend emerges with the type of bullying taking place, appropriate teaching or staff training will take place.

After we have worked with children to understand and reflect on their behaviours; agreed away forward and future behaviour choices we continue to check with children to ensure the behaviours have stopped and relationships are allowing everyone to feel safe and secure in school. If it is felt that the behaviours have not stopped, further strategies will be put in place. These could include specific learning for individual children upon how their actions affect others (drama, stories); support for children requiring it (particularly at less structured

times of the day); reward systems for making correct choices for a sustained periods of time (individual to specific child). If any of these, or other, strategies are utilised, they are discussed with parents first.

Signs and Symptoms

All school staff work closely with our children and will engage in conversations if they notice a change in behaviour and we encourage them to talk about anything bothering them. It is important that children understand that it is **safe to tell adults about** worrying situations and that we will follow their concerns through.

Although most incidents of bullying in schools involve children, consideration is given to the effects on staff of incidents of the bullying nature by pupils, parents and other staff. These incidents are also handled using procedures outlined in this policy.

Reporting Bullying

Children are made aware of how they can report incidents of perceived and actual bullying. This is achieved through discussion in CPHSE lessons, children understanding bullying and the impact of their behaviours on others.

Systems we have in place to help children express how they are feeling include rating systems after lunchtime break; the use of worry boxes in the classrooms and the reminder that children should all have an adult in mind within school that they feel able to talk to.

Parents are able to report bullying through direct contact with the teacher before or after school, telephone messages, email messages to the school office or discussion with the HT at 'meet and greet' before school. The website gives information upon how to contact the school.

Monitoring and Reviewing

This policy is shared with the children and staff at the start of every year, amendments may be made from comments shared and agreed.

A bi-annual parent questionnaire, or feedback from working together, may also be used to make amendments.

Policy Review

| | |
|-----------------------------------|----------------------------|
| Policy Title | Conflict Resolution |
| Date Policy Ratified by Governors | March 2022 |
| Committee Responsible | Behaviour and Safety |
| Date for next review | March 2025 |

Procedure

If a child is being bullied an appropriate adult will follow the procedure below. The HT/DHT or parent support advisor will be informed of the nature of any incident being investigated. If the initial procedure does not resolve the problem SL will then investigate and again if unresolved it will be passed to the Headteacher.

actions - *complete record sheet*

possible questions

Interview the child being bullied.

What's making you feel unhappy?
Who else is around when this is happening?
Who are your friends?
Who would you like to have as friends?

Select a support group including the children causing the difficulties, some bystanders and some potential friends

Convene a meeting to establish how the child being bullied and those causing difficulties might be supported. Be smiling and welcoming

Thank you for coming. I think you can help me.

Ask for suggestions. They must come from the children and they must decide what to do.

That's a great suggestion. Do you think you could do that? Doing that is going to be really helpful.

Ask the group to carry out their ideas.

Teacher informs parents of the victim and bully of action taken

A week later meet with all those involved and find out what has happened. Congratulate the group for making things better.

I'm glad you've been able to do that. It sounds as if it has made a real difference.

Monitor for another week. Report back to parents.

Record Form Children

involved:

| Description of Incident | | |
|--|-----------------|----------|
| actions | signed dated | comments |
| | | |
| Interview the child being bullied. | | |
| Select a support group including the children causing the difficulties, some bystanders and some potential friends | | |
| Convene a meeting to establish how the child being bullied and those causing difficulties might be supported. Be smiling and welcoming | | |
| Ask for suggestions. They must come from the children and they must decide what to do. | | |
| Ask the group to carry out their ideas. | | |
| Teacher informs parents of <i>the victim and bully of action taken</i> | | |
| A week later meet with all those involved and find out what has happened. Congratulate the group for making things better. | | |
| Monitor for another week. Report back to parents. | | |