

Rushbrook Primary Academy

Prosocial Policy



101 Shillingford Road Gorton M18 7TN
Tel: 0161 223 5955 Web: www.rpa.bfet.uk
Email: admin@rpa.bfet.uk
A member of Bright Futures Educational Trust



Date: September 2021

Reviewed: September 2022

www.rpa.bfet.uk

All information used in our policies is in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

Data Protection Regulations (GDPR).

Mission statement and aims

We are proud to be a happy, diverse and inclusive school where everybody matters.

- Help challenge, coach and collaborate together
- Aim high and believe to achieve
- Personal reflection for success
- Purposeful thinking and linking
- You create your own future!

1 Introduction

1.1 It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's behaviour and Prosocial policies.

The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying – A Charter for Action*, has been followed by *Preventing and Tackling Bullying – Advice for school leaders, staff and governing bodies (2011 / 2017)*. The policies reflect this guidance and the principles enshrined within them.

1.2 DFE guidance defines bullying as: "behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

2 Aims and objectives

2.1 Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 We promote positive behaviours and friendships with pupils. Elected Happiness Ambassadors work with staff to help make our school a happy and safe place. The use of the Sunshine Stop and Friendship Bench give pupils a place to go to find friends.

3. The role of the teacher and support staff

3.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. We celebrate Sunshine Day every half term which involves problem solving activities. The children are allowed to wear yellow to remember that we are all friends who help each other out in times of need.

3.2 Teachers record, using CPOMS, all significant incidents that happen in their class, and any that they are aware of in the school. If teachers witness an act of bullying, they will investigate and always refer it to the Principal or Assistant Principal and SLT are informed via CPOMS email of all incidents which are recorded. Teachers and support staff do all they can to support the child who is being bullied and the person or people who are inflicting the bullying are supported through the behaviour policy. If a child is being bullied the child's parents or carers are informed. The parents or carers of the person or people who are inflicting the bullying are also informed and meetings are arranged to discuss how the matter is being resolved.

3.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Principal and, in some cases, the special educational needs co-ordinator (Inclusion Lead). We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the principal may contact external support agencies, such as social services.

3.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

3.6 Teachers and other members of staff are particularly aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobiles phones or the Internet, and to educate pupils about the proper use of modern technologies. There is an e safety poster in every classroom and this is addressed through our curriculum.

3.7 Homophobic, biphobic and transphobic (HBT) bullying is when people behave or speak in a way which makes someone feel bullied because they identify as lesbian, gay, bisexual, transgender or someone who is questioning their sexual orientation or gender identity (LGTBIQ). People may be a target of this type of bullying because of their appearance, behaviour, and other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different. Like all forms of bullying, HBT bullying can be through name calling, spreading rumours, physical or sexual, and emotional abuse.

Children prosper academically and developmentally in classrooms where they feel welcome and safe. Hurtful language will not be tolerated and hearing the word "gay" being used as an insult or to mean

that something is rubbish will be treated as an act of bullying. Under the Equality Act we are required, as a school, to actively tackle homophobia and protect those who might experience it. We actively engage with the children to provide a safe and open environment where they feel able to report any bullying incidents.

3.8 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 etc., within the formal curriculum, to help pupils understand and empathise with 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.

4. The role of the Principal

4.1 It is the responsibility of the Principal to implement the school Prosocial policies and related strategies, 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 Principal reports to the governing body about the effectiveness of the anti-bullying policy, on request.

4.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

4.3 The Principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

Signed:



Matt Carroll (Principal)

Agreed by the Governing Body: September 2021

Kate Shaw (Chair of Governors)

Date: September 2021

Review: September 2022