

## Anti-bullying Policy



### Statement of Principles and Values

Our vision is that every child, including those who are vulnerable or disadvantaged, has the best possible start in life and develops to their full potential. Our aim is for all children to be able to grow and develop in safety and free from prejudice and discrimination. They should:

- be listened to and have their views taken into account;
- be treated with respect;
- belong to and be valued in their community;
- see their needs and interests at the heart of everything we all do.

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

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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

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.

This policy is supported by the Acceptable Use of Internet policy, PSHRE policy, Behaviour policy, Single Equality plan and Safeguarding policy.

#### Definition

We agree with the Government definition of bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying is different from other types of aggressive behaviour.

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups;
- physically harmful behaviour, such as kicking, hitting, pushing, or other forms of physical abuse.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour.

Behaviour is bullying behaviour if:

- it is repetitive, willful or persistent
- it is intentionally harmful, carried out by an individual or group
- there is an imbalance of power leaving the person who is bullied feeling defenseless.

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Children must be encouraged to report bullying in schools.

Our teaching and support staff are alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

#### Forms of Bullying

The DfE has also highlighted particular forms of bullying for which it has issued separate guidance. These are:

- racial, cultural and religious bullying;
- homophobic and transgender bullying;
- bullying related to special educational needs and disability;

- appearance or health conditions;
- related to home circumstances;
- cyberbullying. Cyberbullying, which means the use of electronic equipment such as computers and mobile phones, involves new and increasingly complex forms and types of bullying such as impersonation and exclusion from social networking.

## **Implementation**

### **School**

The following steps may 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
- a clear account of the incident will be recorded and shared with the Headteacher
- The Headteacher will interview all concerned and will record the incident.
- Class teachers will be kept informed and if it persists, parents will be kept informed.
- punitive measures will be used as appropriate and in consultation with all parties concerned.

### **Pupils**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher, or member of staff of their choice
- reassuring the child
- offering continuous support
- providing an opportunity to attend a Nurture Group, restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- providing them with a learning mentor or an opportunity to take part in small SEAL support groups
- informing parents or carers to help change the attitude of the child.

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- internal exclusion
- fixed-term exclusion
- permanent exclusion.

These sanctions vary depending on the type and severity of bullying. If the bullying persists, outside agencies will become involved to provide support and advice.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

In addition, the school has developed a child-friendly anti-bullying framework, which children can access as they feel necessary. This is displayed in all classrooms and is designed in such a way that children of all ages can use the document. It aims to give children the confidence to 'speak out' by offering a child-friendly definition of bullying to them and outlining a clear framework/route for them to take, if they feel they are being bullied.

This document has been developed in consultation with a range of children across the school, including the school Play Council. Governors, the Executive Leadership Team and teaching staff have all been consulted during its development.

## **The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a child is being punished.

The Headteacher, in consultation with the Executive Leadership Team and Inclusion Leader ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets 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**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. All records of unacceptable behaviour and bullying incidents and sanctions taken are kept electronically by the class teacher and used to monitor behaviour, report to parents and as evidence to support the child/school obtain advice from outside agencies. These records can be monitored by the Executive Leadership Team to analyse trends, patterns and frequency. All incidents are treated seriously and dealt with according to the school anti bullying policy.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve providing strategies and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Inclusion Leader. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

Teachers routinely attend training, via courses or staff meetings, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By using 'Circle Time' and PHSE, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The Role of Support Staff**

All school staff have a responsibility to uphold the behaviour policy.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. Playground Leaders and Playground Friends are set up to actively encourage children to play games and seek friends when they are alone.

### **The role of parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with, etc
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow
- Tell your child it is not their fault that they are being bullied
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. This may involve you attending parent-teacher consultations where targets will be set and reviewed.

### **Monitoring and review**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness every two years. They may do this by examining the school's behaviour record, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Agreed at FGB	Term 5 2018
Review Date	Term 5 2021