

Anti-Bullying Policy



Providing the roots to grow & the wings to fly.

1.1 Introduction

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 of any kind is unacceptable at our school. If bullying does 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 is happening is expected to tell the staff.

1.2 What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is not one isolated incident; it is where a child is targeted repeatedly.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of the internet, such as email & internet chat room misuse, mobile phone threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities
- Diversity Bullying related to Race, religion, culture, SEND, appearance or health conditions, sexual orientation or bullying of young carers or looked after children.

Racism

The school staff actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Racism can be defined as: Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

2 Aims and objectives

2.1 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. Pupils who are bullying need to learn different ways of behaving.

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

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

2.4

- 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.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

2.5 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school, begs to be driven to school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic) or 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 do underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (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
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

3 The role of governors

- 3.1 The governing body supports the head teacher 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.
- 3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher 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.
- 3.3 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 head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the head teacher

- 4.1 It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4 The head teacher 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.

5 The role of the teacher

- 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They ensure any incidences in their classroom or around school are recorded on the electronic Behaviour & Safeguarding system.

- 5.2** 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 head teacher, the teacher informs the child's parents.
- 5.3** All incidents of anti-bullying are logged on Sleuth where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should consult a head teacher who will look into the matter and record the event on Sleuth.
- 5.4** 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 counselling and support for the victim of the bullying, and consequences 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 head teacher and the special needs co-ordinator. 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 head teacher may contact external support agencies such as the social services and a Pastoral Support Plan may be decided to be initiated to try and prevent a possible permanent exclusion in the future.
- 5.5** Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with, they should make an appointment to see their child's phase leader. The next step is to see the Deputy Headteacher responsible for the over-all Behaviour in the school and finally to see the head teacher. Should the concern remain, a parent should contact the chair of governors.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7.1 Procedures

1. Report bullying incidents to staff

2. All cases of bullying will be recorded by staff on our electronic system to ascertain if there are any patterns in behaviour
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 bully (bullies) change their behaviour

7.2 Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
- 2) In serious cases, fixed term exclusions or even permanent exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7.3 Prevention

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- 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
- having discussions about bullying and why it matters in P4C sessions
- Holding anti - bullying weeks to raise awareness

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
- 8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Date Policy Reviewed & adopted by Governor's: _____