

## **Anti-Bullying Policy**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006.

It is a Government requirement that all schools have an anti-bullying policy. In June 2012 Ofsted published results of its survey "No Place for Bullying". The aim of this survey was to evaluate the effectiveness of actions that schools take to create a positive school culture and to prevent and tackle bullying.

DfES guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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. It might be motivated by actual differences between children, or perceived differences.

### **Aims and objectives**

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 and positive social interaction is encouraged.

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.

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 no tolerance ethos toward bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and will review the effectiveness of this 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.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent/carer 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 the governing body. If parents/carers feel the issue is not resolved then they should follow the school Complaints Policy.

### **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 non-teaching) are aware of the school policy, and know how

to identify and 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and seek a solution to the problem.

The headteacher endeavours to set 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 School Mission and Vision Statements also support the rights and responsibilities of all the pupils in school and is clearly stated on the school web site and displayed around school. It is also referred to in classrooms and assemblies. The school actively participates in Anti-Bullying Week, usually during November.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

All incidents that happen in their class are noted. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to encourage children to confide their anxieties over bullying in a caring and considerate manner and watch children carefully for signs of introverted or anxious behaviour that could be linked to bullying of any description. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents/carers.

All serious incidents of bullying that occur are documented and records retained by the Headteacher. If any adult witnesses an act of bullying they should report this to a member of staff. We also record incidents that occur near the school, or on the children's way between school and home. Midday supervisors are also aware of this policy and of the steps necessary should they witness bullying in the playground.

If teachers become aware of any bullying taking place between members of a class, they will 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher. 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, such as Learning Support, the \*EBDS team or Social Services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use PSHE lessons, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Key stage 1 and 2 classes have a 'Cares and Worries Box' in which individuals can deposit any concerns anonymously, which can then be dealt with, for example, as a theme for Circle Time and ensures the teacher is aware of areas of concern. The headteacher sees all 'cares and worries' placed in the cares and worries box and ensures appropriate action is taken. Assemblies are used on a regular basis to address relevant issues with the whole school. Children can also take advantage of Lunchtime club, where they can express their concerns to an identified adult. In addition they can also speak to our SERIS worker, Miss Porter. Miss Porter supports positive

behaviour at lunch time so the children see her every day. If a child asks for her help, she will arrange to speak to them individually or in a small group situation.

### **The role of parents/carers**

Parents/carers 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 they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school web site.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The headteacher regularly talks to the children in assembly about the various adults in school who can help them, this includes the headteacher or senior teachers who make themselves available at the beginning or end of the school day.

### **Monitoring and review**

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

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, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in two years, or earlier if necessary

**Signed: H Pemberton**

**Reviewed November 2016**