



Anti Bullying

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Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance. This Policy has been written in conjunction with Safeguarding, PSHE and Behaviour policies.

The Direct Government website (June 2012) defines bullying as Bullying deliberately hurtful behaviour that is repeated over a period of time. This can include:

- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately
- spreading rumours
- upsetting mobile phone or email messages (sometimes called cyberbullying)

We recognise the many different forms of bullying:

- racial,
- religious,
- cultural,
- disabilist,
- sexual,
- physical,
- cyber,
- homophobic,
- emotional,
- home circumstances
- the bullying of school staff.

Aims and objectives

Bullying is wrong and damaging. 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, 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 opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

For lesser known bullying such as cyber bullying we promote positive use of technology in line with our Acceptable Use Policy, we make cyber bullying easy to report and follow procedures in our E-safety policy. For Homophobic bullying we promote positive and accepting social environment and acknowledge and identify the problem.



The role of governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body reviews the effectiveness of this 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.

A parent 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 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.

We have a named Governor responsible for promoting Anti-bullying in school,

The role of the head teacher

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 identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti bullying policy on request.

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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

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

The head teacher sets the school climate of mutual support, celebration of difference 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 and support staff

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



Teachers keep records of all incidents that happen, and that they are aware of in the school. If teachers witness an act of bullying, they may investigate it themselves or refer it to the head teacher. Teachers and support staff 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.

There is an 'incident book' kept securely in the cupboard within each classroom in which records of all incidents of bullying that occur both in and out of class are kept. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it immediately to the head teacher. The incident books are analysed termly by the headteacher to monitor and notice any significant patterns of behaviour.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment 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 head teacher and the special needs coordinator. 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 Area Education Officer or Primary Behaviour Support Team. There may be systems implemented in school which the head teacher may utilise, such as moving to another class or removal from the environments (i.e. the playground) that will assist the children in dealing with the problem.

All members of staff are able to identify bullying and to follow school policy and procedures with regard to behaviour management.

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 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.

We use Anti-bullying week to raise awareness of bullying and create a whole school approach.

Both teachers and teaching assistants provide opportunities for children to talk about concerns and organise circles of friend for children finding friendships difficult. A member of SMT is always on duty at lunchtime to assist the midday supervisors in monitoring lunchtime and playground activities.



Teaching staff also work with children who have repeatedly bullied others and support them using restorative justice.

The role of parents

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 they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents 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

All pupils are told to "NEVER KEEP BULLYING A SECRET!!" they are encouraged to report any bullying that they are experiencing, to someone that they trust, and if the bullying continues, they must keep on reporting it. They can use the school worry box if they feel unable to verbalise their feelings. Children are educated about the fact that bullying is never acceptable through assembly, PSHE lessons and individual learning mentor work.

Bullying Incident Procedure

1. Ensure children are immediately safe
2. Ensure the victim is supported
3. Record incident in class incident log
4. Inform member of SMT
5. Consider if it is appropriate to inform parents/police/LA/governors.
6. Speak to perpetrator, discuss impact on the victim
7. Assess motivation of the perpetrator (intentional or retaliation)
8. Consider if victim or perpetrator need further support and implement strategies in coordination with SMT/SENDCo/Teaching staff

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher. The head teacher 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 bullying incident file, where incidents of bullying are recorded, and by discussion with the head teacher.

Governors, in conjunction with the head teacher, 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.
