

## Anti-Bullying Policy

### 1 Introduction

- 1.1 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.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

### 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.
- 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.

### 3 The role of governors

- 3.1 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.
- 3.2 The governing body monitors incidents of bullying that do occur, and 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.
- 3.3 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.

### 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher 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.

**4.3** 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.

**4.4** 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.

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

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

**5.2** Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves in the first instance, followed by referral to the Phase Leader, Deputy Head Teacher and then the Head Teacher. In all cases of serious incident, the referral will go straight 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, after consultation with the headteacher, the teacher informs the child's parents.

**5.3** When bullying takes place between members of a class, the Class 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 educational 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 headteacher may contact external support agencies, such as the social services.

**5.4.1** 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.

**5.4.2** Anti bullying forms a core element in the teaching and learning of PSHE (including SEAL). All year groups use the SEAL materials as well as their own classroom planning to work on this topic for half a term annually in the Autumn Term. As a result of this work pupils become more aware of what bullying is and what strategies they can employ to overcome and manage this issue. Staff use circle time and social skills to reinforce appropriate behaviours for pupils or groups of pupils who are displaying inappropriate interactions with others.

**5.4.3** Lunchtime supervisors have a significant role in managing issues of bullying or poor pupil behaviour during lunchtimes. Supervisors deal with minor squabbles between pupils and feed these back to the class teacher to prevent escalation. This feedback happens as soon as possible so that teachers can act on any information given to them. We expect our supervisors to be sensitive in their use of the word bullying to avoid overuse or misuse of the word in instances of minor upset between pupils. Lunchtime Supervisors can expect the support of class teachers in emergencies at lunchtime and the Deputy Head and Head Teacher are usually available to support serious issues.

### **After School Clubs**

We run a series of After School activities on 4 nights of the week and the majority of these are delivered by external providers. We have introduced a system of induction for these providers and coaches so that their management of behaviour is consistent with the expectations of the school – our pupils should follow their classroom and school rules at all times and with all members of staff. The Deputy Head Teacher or Head Teacher will induct the coaches and set expectations in place. External coaches are expected to manage the behaviour of their students and to interact with the parents. Poor behaviour (including instances of bullying) will be dealt with as follows:

- Warning from the coach – Parents informed
- 1 week suspension from the club
- Permanent exclusion from the club

This system has been adopted to ensure that all pupils get maximum benefit and enjoyment from their time in out of hours learning activities.

## **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. The class teacher will work with the parent to support the child who is being bullied or the child who is the actual bully (so that we can help them understand the effect their behaviour has on others). The management team will be kept informed by class teachers of any accusations of bullying or any admissions of poor behaviour by children who may have bullied someone else. Supporting pupils who have been bullied or those who become bullies can take varying amounts of time but the priority is ensuring that pupils feel safe and happy at school. If parents are not satisfied with the actions that school puts in place we hope that the good communication links we have will ensure that Parents can talk to the class teachers again, however if they remain unhappy with how the situation is being managed they should contact the headteacher.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of pupils**

- 7.1** 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. We instil in pupils the belief that keeping secrets about being bullied prolongs their unhappiness and allows the bully to continue their negative behaviour without being helped to see what they are doing is wrong. Teachers foster good relationships with their pupils so that children always feel like there is someone to talk to about how they feel and what is happening to them.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

PSHE/SEAL sessions give pupils opportunities to share their feelings and opinions about a range of issues including bullying.

## **8 Monitoring and review**

- 8.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2** This policy will be reviewed in two years, or earlier if necessary