

Anti-Bullying Policy

Aims

- To ensure that children feel they are important and belong to a friendly and welcoming school
- To create a school ethos where learners feel safe and free from threat, discrimination and intimidation.
- To develop a school ethos in which bullying is regarded as unacceptable and measures are in place to reduce the likelihood of bullying.
- To praise, reward and celebrate the success of all children and create a positive atmosphere in the school.
- To promote good relationships where all are treated well, where learners and adults care for each other.
- To produce a consistent school response to any bullying incidents which may occur.
- To ensure that all pupils know what to do if they are aware of, or are victims of, bullying.

Definition of bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types are physical (eg hitting, kicking, theft), verbal (eg name calling, racist remarks), indirect (eg spreading rumours, excluding someone from social groups) and more recently, cyber bullying.

Guidelines

The Governing Body, the Headteacher and staff try to ensure that all forms of bullying are eliminated from our school. Any incidents of bullying will be taken seriously, and dealt with appropriately.

The Headteacher ensures that all children know bullying is wrong, and that it is unacceptable behaviour in this school. Children are made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously.

The Headteacher and staff ensure that they create a school climate of mutual respect and praise for success, so making bullying less likely.

The Headteacher keeps accurate records of all incidents of bullying, and reports to the governors on request about the effectiveness of school anti-bullying strategies.

When bullying outside school is reported to school staff, it will be investigated by the Head teacher and acted upon.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying.

The role of the teachers and support staff

All our staff take all forms of bullying seriously, and seek to prevent it from happening.

Teachers keep their own records of all incidents which involve children in their class.

If a teacher witnesses an act of bullying, he/she will either investigate it or refer it to the Headteacher.

If a child is being bullied over a period of time, after consultation with the Headteacher, the teacher informs the child's parents. Parents may be invited into school to discuss the situation.

Incidents of bullying are recorded on a Bullying Incident Report Form, located in the Headteacher's office.

Time is spent talking to the child who has bullied, explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in future.

If a child is repeatedly involved in bullying other children, the Headteacher is informed and appropriate action taken.

All members of staff are routinely involved in training which equips them to identify bullying and follow school policy and procedures for behaviour management.

Teachers use a wide range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Specific strategies for reducing bullying in school are:

- All teachers to give it space in the curriculum
- Circle time – which includes collaborative games
- Record incidents
- Praise bullies when they are pleasant (publicly and privately)
- Social skills training – children practice dealing with bullies in role-play, drama, class discussions
- Use peer group pressures
- Collaborative work (varying the way children are grouped), problem solving, taking responsibility, leadership skills

- Building self esteem, positive attitudes
- Sexual and racial harassment to be discussed and dealt with immediately and reported to the Headteacher
- Variety of clubs and activities available for children to participate in at Breaks and Lunchtimes to ensure positive play experiences
- Adults modelling positive relationships to create a school culture based on respecting others, be they adult or child.

The school seeks to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Procedures for dealing with incidents of bullying behaviour

The school has adopted a 'Restorative approach' which has been found over time to be effective in managing inappropriate behaviour. It is a flexible approach which can be used both preventatively and reactively. It is an educative 'process', as all involved, have an opportunity to speak in a safe environment to explore the harm that has been done.

The support group approach (formerly known as the 'no blame approach')

- The facilitator talks individually to the bullied pupil
- A group meeting of up to eight students is set up; including bullying pupils and others suggested by the bullied pupil.
- The facilitator explains to the group that the bullied pupil has a problem, but does not discuss the incidents that have taken place. The bullying pupil(s) are not required to acknowledge that they themselves had taken part in the bullying.
- The facilitator emphasises that all participants must take joint responsibility to make the bullied pupil feel happy and safe.
- Each group member gives their own ideas on how the bullied pupil can be helped.
- The facilitator ends the meeting, with the group given responsibility for improving the bullied pupil's safety and well-being.
- Individual meetings are held one week after the meeting to establish how successful the intervention has been.

Because this approach is quite time consuming, the Head will take primary responsibility for dealing with the counselling side of the procedure.

If there is a serious incident of aggression or violence, then the usual Behaviour Management systems come into effect.

Parents are to be informed if bullying is not resolved so that their co-operation is enlisted in dealing with the problems.

If there is no improvement in behaviour after all attempts to rectify it, then exclusion may be next step.

Monitoring and review

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.

The Headteacher analyses information for patterns of people, places or groups and reports to Governors.

They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed annually.

Learners and their parents are made aware of this policy.

Outcomes

This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.