



Anti-Bullying Policy

Date of Policy: January 2019

Date of Policy Review: January 2021

Signed:
Headteacher.

Signed:
Chair of Governors.

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

1 Introduction

- 1.1 DFE 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 ostracised by their peers, or being the subject of negative on-line activity through social media).
- 1.2 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.
- 1.3 This policy should be read in conjunction with our E-Safety Policy and Child Protection Policy, particularly those sections which relate to 'peer on peer' abuse.

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.
- 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.
- 2.5 This policy should be read in conjunction with our Equality Statement in relation to prejudice related bullying.

3 The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying 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 headteacher to keep accurate records of all incidents of bullying and to report to the Safe Guarding Governor and to the Curriculum and Standards Committee 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 headteacher 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 headteacher

- 4.1** 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 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 headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher 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 headteacher ensures that all staff receive sufficient training to be equipped to 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

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in the Incident File in their classroom. These are monitored on a regular basis and any bullying patterns that emerge are recorded in the anti-bullying log book.
- 5.2** The anti-bullying log book is kept in the Head Teachers Office. We record all incidents of bullying that occur in or out of school. If any adult witnesses an act of bullying, they should record the event in the logbook.
- 5.3** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This will usually involve counselling and support for the victim and the child who has carried out the bullying, and informing the parents/carers of all children involved. 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 headteacher and other Designated Safeguarding Leads (DSLs). 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 for advice and guidance.
- 5.4** Teachers keep abreast of current developments through training and information updates, which include the use of the SEAL programme. They 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. We also raise awareness of our anti-bullying philosophy through our annual Anti-Bullying Focus Week.

- 5.5 Teachers inform the children about our school system, 'HIGH 5'. This approach uses the fingers on the hands as a check system for the children when they feel they are in a situation with other children with which they are uncomfortable. The teachers will always ask children if they have applied 'HIGH 5'.

1. IGNORE

2. TALK FRIENDLY

3. TALK FIRMLY

4. WALK AWAY

5 .REPORT

- 5.6 The school have designated staff that children can talk to if they have a worry or a concern. The display in the upper school corridor contains key information for the children to refer to if they have a concern

6 The role of the child

- 6.1 Children are taught how to respond to all forms of bullying and to always apply the school's adopted code of 'HIGH 5'.

- 6.2 In line with 'Step 5', children should always be encouraged to report concerns about bullying, either of themselves or others, to a responsible adult in school.

- 6.2 Children can also post concerns they have in the worry box, located outside the Calm Room in the hall. This is checked daily.

7 The role of parents/carers

- 7.1 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.

- 7.2 Parents/carers 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.

- 7.3 Parents/carers should be aware of the risk of on-line bullying and take steps to monitor their child's on-line activity, in case they are themselves suffering on-line abuse or are engaged in posting negative comments about other children on social media.

8 Monitoring and review

- 8.1 This policy is monitored by the headteacher, who reports to governors about its effectiveness, through the Curriculum and Standards Committee.

- 8.2 Maintaining this anti-bullying policy is the governors' responsibility and they review its effectiveness every three years, or sooner if necessary.