



**'Releasing the Potential Within All'**

**Anti- Bullying and Harassment Policy**

DCSF 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 (e.g. being ignored or not spoken to). We believe there are a number of types of bullying as follows:

- Emotional:** excluding from a group, tormenting, ridiculing, humiliating
- Physical:** hitting, punching, pinching, kicking or taking someone's belongings
- Verbal:** name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone
- Racist:** racial taunts, gestures, making fun of someone's culture or religion
- Sexual:** unwanted physical contact, sexually abusive or sexist comments or harassment due to sexual orientation
- Cyber:** setting up hate websites, offensive emails and texts, posting offensive material on social networking sites

**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. Anyone who knows bullying is happening is expected to tell a member of staff as we are a 'telling school'.

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. As well as supporting those involved to learn different ways of behaving.

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.

**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 why a pupil is being punished.

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

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.

### **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 their own records of all incidents that happen in their class, and that they are aware of in the school. (Appendix A). 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 support the child who is being bullied. If a child is being bullied then, after consultation with the headteacher, the teacher informs the child's parents.

The Bullying incident reporting form (Appendix A) is also completed to record incidents that occur near the school, or on the children's way between school and home. When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as behaviour support or the social services.

All members of staff routinely attend training, which equips them 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.

## **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 headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have an important part to play in our ant-bullying policy. We ask parents to:

- Look out for unusual behaviour in their child - for example not wanting to attend school, feeling ill regularly or not completing work to their usual standard.
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc.
- Inform the school if they feel their child may be a victim of bullying behaviour. Complaints will be taken seriously and appropriate action will follow.
- Not to approach a suspected bully in the playground or on the way home but to inform the school immediately.
- Not to advise their child to fight back or to repeat the bully's behaviour as this will make the situation worse.
- Tell their child that it is not their fault they are being bullied.
- Reinforce the school policy on bullying and ensure their child is not afraid to ask for help.
- To discuss issues with their child if they know that he or she has been involved in bullying and to inform the school. The matter will be dealt with appropriately.

## **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.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

## **The role of governors**

The governing body supports the headteacher 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 monitors incidents of bullying that do occur, and reviews 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 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 headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive strategies are used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- regular PSHE teaching following a scheme of work
- The school values ( especially 'Respect') are made an integral part of school life for all
- participating in national anti-bullying week
- raising awareness through anti-bullying and SEAL assemblies
- circle time
- drama/role play activities
- playleaders
- a buddy system for children who are new to the school
- following the school behaviour policy of praise and rewards to reinforce good behaviour
- encouraging the whole school community to model appropriate behaviour towards one another
- ensuring all staff are aware of and trained to follow this anti-bullying and harassment policy
- assessing the extent of the problem through surveys and discussions with parents and pupils
- We will use KIDSCAPE resources for helping children to prevent bullying

### **Strategies if bullying is reported**

These include:

- parental involvement

- speaking to both parties separately and these conversations recorded
- a private initial meeting may be set up if appropriate between the bully and the victim with a record of the meeting kept.
- a victim will be given immediate protection in free time which may be in the form of being given a task to do
- victim is supported by giving them strategies to deal with bullying
- monitoring of bullying regularly to make sure it has stopped
- trying not to apportion blame to the bully
- working with the bully to set targets for changing their behaviour
- discussing/role playing acceptable social behaviour
- where appropriate, arranging counselling through the Educational Psychologist or by setting up an individual behaviour programme, possibly Essex Stages of Assessment
- informing members of staff working with the children so that effective monitoring takes place

## **Outcomes**

The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.

In serious cases, suspension or exclusion will be considered.

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeat bullying does not take place.

## **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 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 every two years, or earlier if necessary.

## **References**

KIDSCAPE – [www.kidscape.org.uk](http://www.kidscape.org.uk)

**Agreed by Governors:** PCP 8<sup>th</sup> December 2015  
FGB 10<sup>th</sup> December 2015

**Review Date:** November 2017