

General Policy Document (Statutory)

Document Name: Anti-Bullying Policy

First Written Date: October 2017

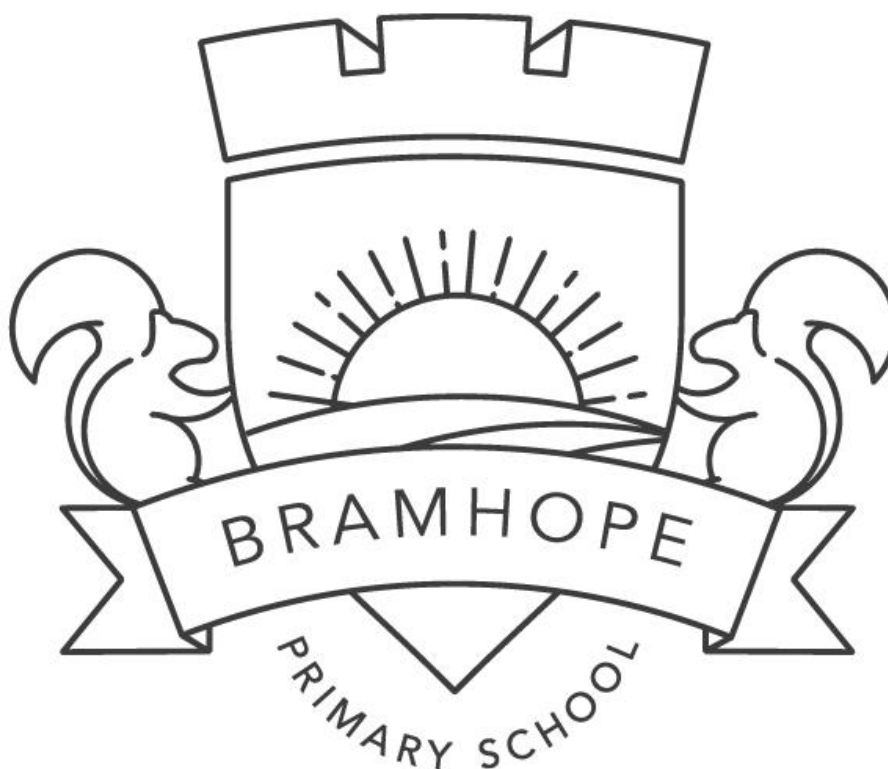
Review Date: September 2018

Reviewed By: All Staff

Ratified By Full Governors Date: November 2018

Next Review Date: September 2020

Document No: GP005



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 (e.g. being ignored or not spoken to). See Appendix 1-Bramhope Primary School's Anti-Bullying strategy

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 including Homophobic bullying, Racist bullying, Transgender bullying, Online bullying, Peer on peer bullying and Gender bullying.
- 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 pupils

- 3.1 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.
- 3.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the regular pupil questionnaires.

4 The role of the teacher and support staff

- 4.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 4.2 Staff use our Rewards and Sanctions scheme (see Behaviour Policy) to record incidents of bullying that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Learning Mentor, Assistant Headteacher or Headteacher. Staff do all they can to support the child who is being bullied. The school will inform parents if they believe that there is a concern regarding bullying.
- 4.3 When any bullying has taken place between members of a class, the school (usually the Learning Mentor) 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. (see Anti -Bullying Strategy Appendix 1). If a child is repeatedly involved in bullying 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 Learning Mentor (through consultation with the Headteacher and the parents) may contact external support agencies, such as the social services. Incidents of bullying are recorded in the 'Equalities and Bullying Incidents' book.
- 4.4 All staff 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 further bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere and is be used to explore issues and devise strategies to deal with bullying behaviour. Class rules and behaviour rules are made with the children at the start of each year which the children agree to follow in order to create a positive classroom environment.
- 4.5 Staff are vigilant in monitoring racist bullying and looking for patterns in the racial harassment records.

5 The role of the Headteacher

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

- 5.2 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 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 is pro-active as well as reactive, ensuring that the anti-bullying message and ethos are high on the agenda at all times.
- 5.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 5.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. We believe that 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.

6 The role of parents

- 6.1 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- 6.2 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 wish to discuss the matter further they should contact the Learning Mentor, Assistant Headteacher or Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

7 The role of governors

- 7.1 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.
- 7.2 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.
- 7.3 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 will respond

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.

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 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They can do this by examining the school's Rewards and Sanctions Scheme documentation, 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.
- 8.3 This policy will be reviewed every two years or earlier if necessary.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.