

Road Primary School

Anti-bullying Policy

Introduction

It is a government requirement that all schools have an anti-bullying 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). Bullying involves a deliberately harmful act that is repeated over time.

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.

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.

We aim to make our opposition to bullying clear to all, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

DEFINITION OF BULLYING

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities
- Cyber bullying. This includes mobile threats by text messaging and calls, email and internet chat room misuse.

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Next review November 2012

To be reviewed annually

Staff responsible PSHE Subject Leader

Repeated incidents due to a child's educational needs, disability, appearance, health conditions or home circumstances will be classed as bullying.

What is 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. All staff will respond calmly and consistently to all allegations and incidents of bullying at Roade Primary School. All incidents will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children whilst the allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents.

1. Report all bullying incidents and allegations to staff.
2. Staff will make sure the victim(s) is and feel safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen to and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
7. Staff will reinforce to the bully that their behaviour is unacceptable.
8. The bully will be asked to apologise. Other consequences may take place and appropriate sanctions applied.
9. If possible, the children will be reconciled.
10. An attempt will be made, and support given to help the bully understand and change their behaviour.
11. In cases of serious bullying, the incidents will be recorded in a Bullying incident book. The parents will be informed and will be invited to come into school for a meeting to discuss the incident.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure that the repeated bullying does not take place.
13. Bullying incidents and whether the policy is working will be regularly discussed at staff meetings.

The following sanctions may be used:

- Apology to the victim
- Lose break time
- Parents invited into school for a meeting
- Behaviour monitored with a behaviour chart
- Lunchtime exclusion
- Fixed term exclusion

Strategies we may employ to combat bullying:

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

- Embedding the school core values, particularly the value of respect
- Involving the whole school including parent in the writing and review of the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy. This will also be done through the school council

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- Awareness is raised through anti-bullying week and regular anti-bullying themed assemblies
- Increasing awareness and acceptance of differences between one another, including children from different ethnic groups, SEN children, pupils with disabilities and young carers.
- SEAL materials used from Reception to Year 6.
- Children reading and being read stories about bullying
- Use of drama to help children become more assertive and teach them strategies to help them deal with bullying
- Creation of anti-bullying posters to be prominently displayed around the school
- Use of worry boxes in each class
- Encourage the use of the 'Friendship bench'. Children will be taught how to help one another if they see others being bullied.
- Playground buddies
- Use of playground initiatives such as 'Huff and Puff' which help keep children active
- Encouraging the whole school community to model appropriate behaviour towards one another

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 analyse the incidents which occur and share this with the staff. The Headteacher also 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.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. Bullying of school staff will be dealt with by the Headteacher.

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. 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 over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents or carers.

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 accused of bullying, explaining to them why their action was wrong and how they should change their behaviour

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in future. If a child is repeatedly involved in bullying, we inform the Headteacher and the special needs coordinator. In this case, the child's parents or carers will be invited 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 the social services.

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. Class activities, such as circle time, are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Teachers support the annual Anti-bullying Week by involving the children in a range of activities related to anti-bullying. 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.

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 that 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 him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of parents and carers

Parents and carers that 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.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

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.

Links to other policies

Our Anti-bullying Policy should be read alongside other school policies:

- Race Equality Policy
- Child Protection Policy
- PSHE Policy

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. Parents and carers will have the opportunity to view the policy as it is available on the school website. The school council has been involved in the development of this policy and will continue to monitor its effectiveness.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion with the Headteacher. Governors take all cases of bullying seriously and will monitor incidents, including racist bullying, or bullying directed at children with disabilities or special educational needs.