SHANKLEA PRIMARY SCHOOL

Anti-Bullying Policy

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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 DCFS guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action.* This policy reflects this guidance. This policy has regard to the 'Safe to Learn – Embedding anti-bullying work in schools' document published by the DCSF also. This policy should be read as part of the Behaviour Policy of which it forms a part.

1.2 DCFS 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 not spoken to).

A definition of bullying:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. Bullying occurs when a person is made unhappy by one or more people. It can take many forms, but the main types are:

1. **Physical** (e.g. hitting, kicking, theft)

2. **Verbal** (e.g. name calling, personal comments, racism, sexism, sarcasm, rumour mongering, inappropriate teasing, threatening language, homophobic remarks)

3. **Emotional** – indirectly (e.g. spreading rumours, tormenting, humiliating)

4. **Excluding** – deliberately excluding people from friendship groups with bad intent.

5. **Hurtful behaviour based on** Racism – racial taunts, graffiti, gestures; Sexual behaviour – unwanted physical contact, abusive comments; Disability **–** whether that be physical, mental or emotional; Cultural **–** based on the cultural differences between people.

6. **Electronic/Cyber –** deliberate use of information and communications technology, particularly mobile phones and the internet to upset someone else.. It may consist of threats, harassment, embarrassment, humiliation defamation or impersonation.

Bullying is not the same as a disagreement between two people. Bullying is:

- systematic and ongoing rather than a one off
- done by the more powerful than between equals
- distressing and hurtful to the victim
- always one way

2 AIMS AND OBJECTIVES

2.1 At Shanklea Primary School we are committed to providing a friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

2.2 Bullying of any kind is unacceptable at Shanklea Primary School 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 and provide procedures for all those involved in the school community when instances of bullying arise.

2.4 At Shanklea Primary 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 GOVERNORS

3.1 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.

3.2 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.

3.3 All matters of bullying are taken seriously. 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.

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 identify and 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. A class teacher may also use PSHCE sessions to discuss issues related to bullying and their impact on people.

4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. At Shanklea Primary School the children in Year 5 also receive peer support training and can apply to be play leaders and peer mentors in Year 6) who operate in a supportive and caring way for other pupils in the school during playtimes/lunchtimes.

4.4 The Headteacher and all staff set 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 AND SUPPORT STAFF

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers may keep their own records of all incidents that happen in their class if it is felt a situation needs to be monitored. 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.

5.3 Incidents of bullying are dealt with as they occur and if a matter is ongoing it may be recorded as a record of events.

5.4 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and opportunity for the child who has carried out the bullying to explain his/her actions. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. As a punishment it may be deemed necessary for a child to miss playtime sessions or go to the quiet area. We 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, such as the social services.

5.5 When appropriate all members of staff may attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 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 and in Castle groups, 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.

5.7 Teach children strategies to help them deal with bullying situations which they encounter.

5.8 Each teacher to display the Anti-Bullying Code in their classroom.

6 THE ROLE OF PARENTS

6.1 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.

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

7 THE ROLE OF PUPILS

7.1 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.

7.2 Pupils in Year 6 have an important role to play in the life of school. Some pupils receive peer support training and are invited to apply for the post of being a *peer supporter/play leader.* The children are trained to deal with situations in the playground where they care for other members of school. If a situation is felt to be out of their remit they are trained to go and ask an adult to go and assist. Through this programme the *peer supporters* are developing important roles/responsibilities which are pertinent to their development as responsible members of society.

7.3 At Shanklea we have a 'Bully Box' in the library where children can write down any incidence they would like dealt with but are too nervous to go and ask for help. These are read by the Deputy Headteacher who then passes any issues onto class teachers to look into and deal with in a safe and confidential environment.

7.4 Know what the school Anti-Bullying Code is and use it at school.

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 This anti-bullying policy is the governors' responsibility. They may monitor it by looking at reported situations/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 **Staff awareness raising and training**

Staff awareness of bullying is raised through daily briefings at which children's pastoral welfare is discussed and incidents from the previous day shared. All staff are required to remain constantly alert to bullying and the need to reduce the risk of it arising. They pay particular attention to times and locations where bullying might be more prevalent, such as break times and trips. Staff failing to deal with an incident appropriately will be required to undergo further training**.**

This policy will be reviewed at the start of each new school year and circulated to parents annually.