

Long Buckby Infant School ANTI-BULLYING POLICY

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1. AIMS

- To reduce and eradicate wherever possible instances in which pupils and adults are subjected to bullying or racism in any form.
- To establish appropriate means of providing support should such an incident occur.
- To maintain the inclusive ethos of the school.
- To show that we value the cultural diversity of our community and aim to prevent any form of persecution by meeting the needs of our diverse society.

The ultimate aim should be to provide a learning environment free of any threat of fear, thus being conducive to the attainment of individual aspirations.

2. DEFINITION

The definition has been arrived at in consultation with pupils, staff and parents. Bullying is recognised as a concerted and consistent set of actions or words **intended** to damage another person in any way, including physically and emotionally. This also includes comments made about an individual's religion, culture, disabilities, appearance, health, home circumstances, sexual orientation or gender. An incident of bullying includes any form of harassment, physical aggression, direct verbal comments, racism, social exclusion and any communication via the telephone or computer which contravenes the County Council's equal opportunities policy. Remarks can be made innocently but can still be hurtful to the recipient and so should be taken seriously. A distinction needs to be made between one off acts of aggression which have been committed in the 'heat of the moment' rather than as part of an orchestrated campaign.

3. SETTING STANDARDS

The values and beliefs underlying this Policy are to be considered in the context of the following statements:

- All bullying is unacceptable, regardless of how it is delivered or what reasons are given to justify it.

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- The school recognises the detrimental effect on pupils and adults who may be subjected to bullying/racism.
- Victims of bullying will be treated in a supportive manner.
- The school is committed to combating all bullying behaviour.

4. PERSONS COVERED BY THIS POLICY

All pupils and adults whether permanently or temporarily on school premises will be expected to adhere to this policy.

5. ACTIONS TO PREVENT BULLYING

Personal, Social, Health & Emotional Learning (PSHE), Social & Emotional Aspects of Learning (SEAL) and Circle Time are used to develop positive relationships between children and adults so that all feel valued as members of our school community.

A class teacher will react to situations by using emergency Circle Time to deal with issues straight away.

The school uses proactive strategies in tackling bullying. The school follows the Social and Emotional Aspects of Learning (SEAL) Programme which has a bullying awareness unit designed to be used by each year group. Through this all pupils are taught of the social and moral responsibility they have to each other and know that harassment in any form is unacceptable.

6. ACTIONS TO COMBAT BULLYING

Among the activities which the school will establish and maintain in an effort to combat bullying behaviour are:

- *Reactive* - Sanctions against children who show signs of bullying behaviour as outlined in the Behaviour Policy.
- *Proactive* - Allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored, and appropriate support delivered. For example, School Council pupils are encouraged to take on a "Special Friends" role towards all pupils.
- *Proactive* - Communication of the policy and periodic update in order that staff and pupils are continuously aware of the policy and also of their individual responsibilities.
- *Proactive* - Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.
- *Proactive* – All staff receive training and are made aware of signs to look out for and spotting vulnerable groups of children.

7. INDIVIDUAL RESPONSIBILITIES

It is important that pupils and parents recognise the difficulties which staff may encounter in ensuring that the purpose and intent of the Anti-Bullying Policy can be effectively introduced and enforced. In this regard the pupils, including pupil bystanders and parents, are expected to:

- Report all incidents of alleged bullying by speaking to a member of staff or a friend to act as their representative.

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- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report.
- Adhere to and promote the aims and objectives of this statement.
- Refrain at all times from any behaviour which would constitute bullying/racism of fellow pupils/adults.

8. ROLE OF PARENTS

- Stressing to pupils the importance of sociable behaviour.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying to a member of the teaching staff.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Acting as a positive role model for children.
- Encouraging a non-physical response within their children, i.e. telling them not to hit back.

9. DEALING WITH INCIDENTS OF BULLYING

Any incidents of bullying will be noted and passed to the Class Teacher in the first instance **and** recorded. This record will be kept in the Headteacher's office and the Headteacher will monitor entries in it termly. Any proven incident of bullying will be dealt with as defined below:

- *When a **pattern** has been seen to develop, both the victim and the alleged perpetrator will be spoken to so as to ascertain the circumstances.*
- **(Grade 1 Response)** *A child suspected of bullying will receive a recorded verbal warning and work on the Bullying aspect of the Social and Emotional Aspects of Learning to correct their behaviour. The class teacher would discuss the incident with the parents.*
- **(Grade 2 Response)** *If the behaviour continues, the child will receive a letter home and parents will be invited in for a discussion with the Class Teacher. This information would be shared with the Headteacher.*
- **(Grade 3 Response)** *Child and parents invited in to meet with the Headteacher. (The school reserves the right to give a child a fixed term exclusion).*
- *Victims will receive support using the Protective Behaviours programme so that they can identify when certain situations are developing and who they can turn to for help.*

All allegations of bullying will be taken seriously.

All adults and pupils need to know that reported incidents are taken seriously and dealt with. Incidents could be reported to any adult on the school staff. The adult concerned should make a dated record of the allegation and inform the Headteacher and the class teacher.

In accordance with Department for Education (DfE) guidelines *all* racist incidents will be recorded and parents and governors will be made aware of the incident and the action taken to deal with it. This will also be reported to the Local Authority.

These records should be kept in case they are needed in the future. They will be reported termly to the Local Authority using a defined reporting format.

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If a parent is unhappy how an incident has been dealt with they may make a representation to the Governing Body and this will be dealt with in accordance to the Complaints Policy.

10. REVIEW ARRANGEMENTS

The effectiveness of this policy is reviewed through the annual questionnaire to parents and pupils and suggestions are taken for changes. The policy is to be reviewed by the whole governing body and is written in conjunction with the Governors and Parents of the school.

Governors will monitor the implementation of this policy through sub-committee and full governing body meetings. This policy will be reviewed on the specified review date or earlier if necessary.

Author	Sarah Dugdale
Sub Committee Reviewed (date) <i>10th June 2019</i>	Signed (Headteacher) <i>Sarah Dugdale</i>
Full Governing Body Ratified (date) <i>8th July 2019</i>	Signed (Chair of Governors) <i>Cei Davies Linn</i>
Review Date	<i>July 2020</i>

Key	
PSHE	Personal, Social, Health & Emotion
SEAL	Social & Emotional Aspects of Literacy
DfE	Department for Education