



ANTI-BULLYING POLICY

All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact

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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 (for example, being ignored or not spoken to).

AIM

- Produce a safe and secure environment where all can learn without anxiety

OBJECTIVES

- Make children aware that bullying is always wrong, damages individual children and is unacceptable
- Make children aware that it is everyone's responsibility to ensure bullying is not tolerated in school
- For members of staff to be vigilant in recognising areas of school and times of the day when bullying is likely to take place and to take necessary action when appropriate.
- For members of staff to recognise signs of bullying and know that a child who is being bullied may:
 - a) Frown or look unhappy
 - b) Try to move away from an aggressor
 - c) Not take turns - the aggressor will maintain the dominant role throughout the interaction
- To make all members of staff aware of the children who are most at risk from bullying i.e. a child who:
 - a) Lacks close friends in school
 - b) Is shy
 - c) Comes from an over protective family environment
 - d) Comes from a different ethnic/racial group
 - e) Is different in some obvious respect from the majority
 - f) Has special educational needs or disability
- For all members of staff to deal with bullying in a fair and consistent way



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BULLYING BEHAVIOUR

There are certain types of behaviour, *when persistent*, that constitute bullying. These include:

- Intimidation (both verbal and non verbal)
- Ignoring or shunning
- Teasing
- Name calling
- Interfering with property
- Sexually offensive remarks/behaviour
- Racially offensive remarks/behaviour
- Inciting others to commit an act of bullying
- Graffiti designed to intimidate/embarrass
- Ridicule or mimicry
- Invasion of privacy
- Physical harm
- Cyber-bullying

Sexually offensive remarks include:

- Any form of offensive behaviour on the grounds of sex or sexuality
- Sexually explicit remarks that are derogatory, discriminatory, embarrassing or otherwise unwelcome

Racially offensive remarks include:

- Racist name-calling, insults, mimicry, jokes
- Incitement of others to behave in a racist way
- Ridicule of an individual for cultural differences
- Refusal to co-operate with another because of colour/ethnic origins



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STRATEGIES AND PROCEDURES

On witnessing an incident of bullying it is important for staff to:

- Stay calm. Do not make snap decisions or attach blame
- State briefly and firmly why the behaviour is unacceptable
- Distance the children
- Assure all involved that the incident will be treated seriously

Lesson time and Playtimes

Teachers keep their own records of incidents that happen in their class, and that they are aware of in the school.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately by, for example, separating the children or removing the perpetrator from the room. Strategies may then involve counselling and support for the victim of the bullying, and discipline for the child who has carried out the bullying (refer to Discipline and Behaviour Policy). Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and is encouraged to change his/her behaviour in future.

If a teacher witnesses bullying outside the classroom, or if a child/parent reports an incident of bullying to a teacher, then that teacher must investigate it and the above-mentioned points of action will be followed. If a child continues bullying behaviour over a period of time, then, after consultation with the Headteacher, the teacher will inform the child's parents/carers. The teacher will keep a brief written record of this.

Even if the situation appears to have improved, teachers will continue to monitor future behaviour of the 'bully' to ensure that the behaviour has truly changed.

If things do not improve, the child's parents/carers will be invited into the school to discuss the situation with the Headteacher and be shown a copy of the Anti-Bullying Policy. A brief written record of the meeting will be kept in the Head's office. In extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may need to enforce fixed-term or permanent exclusions, although these would be last resort measures.



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Lunchtime

If a mid-day supervisor sees bullying behaviour taking place at lunchtime, she should record the incident, the child's name, class, date, where the incident took place and action taken. She should inform the class teacher at the end of the session. If the class teacher notices that a child is *persistent* in his/her behaviour, then the class teacher will inform the Headteacher and follow the procedures above.

Whole-school Strategies

- All children are encouraged to talk openly about concerns to any member of teaching or support staff
- Anti-bullying strategies and whole-school behaviour issues are an integral part of PSHE&C
- 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 bullying behaviour.
- Circle time is used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere
- Reference is made to the school's Code of Behaviour on a regular basis in whole-school assembly
- Children are given advice on how to avoid bullying situations and how to be assertive

PHYSICAL INTERVENTION/RESTRAINT

This will only be used on a child as a last resort if there is danger of harm to the child or others, or to avoid damage to property. Some members of staff will have 'Team Teach' training organised through the LA.

THE ROLE OF THE HEADTEACHER

The Headteacher sets the school climate of mutual support, 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.

It is the Headteacher's responsibility to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school



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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 the school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, she may decide to use an assembly as the forum in which to discuss the issue.

THE ROLE OF THE GOVERNORS

The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. It requires her to report on request about the effectiveness of school anti-bullying strategies.

It is the Governing Body's responsibility to review the effectiveness of the policy.

THE ROLE OF PUPILS

Pupils are encouraged to tell any person they trust if they are being bullied or if they witness bullying, and if the bullying continues, they must keep on letting people know.

They are asked to share their views about a range of school issues, including bullying, in pupil questionnaires.

THE ROLE OF PARENTS/CARERS

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their children to be positive members of the school community.

MONITORING AND REVIEW

The Safeguarding Committee of the Governing Body will monitor the Anti-Bullying Policy on a regular basis. The policy will be reviewed annually.



ALVESTON PRIMARY SCHOOL

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Signed: Headteacher _____ Date _____

Chair of Governors _____ Date _____

Next Review Date: November 2016