



Anti-Bullying Policy

Introduction

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 DCSF guidance for schools under two headings: *Don't Suffer in Silence and Bullying – A Charter for Action*. This policy reflects this guidance

Definition of Bullying

DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct such as physical bullying (hits, damage to belongings etc), direct verbal (threats, insults, nasty teasing), indirect such as relational (rumours, social exclusion, being ignored or not spoken to) .

Our school's definition of bullying is:

Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to a weaker person.

With the pupils we use the simple definition that bullying is deliberate hurtful behaviour that occurs

Several

Times

On

Purpose.

Bullying is a subjective experience that can take many forms. From accounts of children and young people and research on the topic, the Anti-Bullying Alliance defines bullying as the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be done face-to-face, through third parties, or through sending messages or images by email, text, or over the Internet. It can be physical, verbal, emotional or indirect, including:

- Name calling
- Graffiti
- Gossiping/ spreading rumours/ stories
- Excluding people from groups/ social exclusion
- Taunting
- Insults
- Threats
- Mocking
- Making offensive comments

- Kicking
- Hitting
- Pushing
- Stealing
- Hiding belongings
- Taking and damaging belongings
- Defacing property
- Homophobic bullying
- Racial bullying
- Sexual bullying eg Sexual assault,
- Displaying literature of a racist, sexist or pornographic nature
- Cyber Bullying e.g. offensive or abusive text or internet messages

Children and adults can both bully and be bullied at the same time and bullying may be child-to-child, adult to child or adult-to-adult. Although some people are vulnerable to bullying because of physical characteristics (such as height, gender, weight or hair colour) or social characteristics (such as where they live, their relationships, ethnicity, religion or disability), anyone can be bullied for any reason or difference.

At Packington we will not tolerate bullying in any form. As a “listening and telling” school we are committed to the creation of positive and safe learning environments for all. This policy is the outcome of consultation between all members of the school community.

Rationale

Bullying is present to a greater or lesser extent in all institutions. **ALL** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on pupil’s self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

At Packington we believe that bullying is wrong and damages individuals. We recognise that research tells us that 50% of all primary school children have reported being bullied and that bullying can destroy children’s enjoyment of school. Children who are bullies can be anxious, insecure and suffer from low self-esteem. Bullying can lead to depression, self-harm or attempted suicide. As a Christian school we believe that we should do what we can to prevent and deal effectively with bullying. Thus we do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable and provide pupils with strategies to deal with and put a stop to bullying. This policy aims to produce a consistent response to any bullying incidents that occur.

Aims

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.

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 stamping out of bullying in our school.

We aim to promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.

We aim to raise the standards of behaviour and levels of achievement for all.

The role of the head teacher

It is the responsibility of the head teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request and provides a report on any bullying incidences in every Head Teacher Report.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Packington. The head teacher draws this to the attention at suitable moments, for example during Collective Worship.

The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher 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.

If staff witness or are informed about an act of bullying, they will either investigate it themselves or refer it to the head teacher. Staff do all they can to support the child who is being bullied. If a child is bullied, then, the school will inform the child's parents.

When any bullying takes 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 punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change their behaviour in the future. If a child is repeatedly involved in bullying other children, the head teacher will be involved and will discuss the incidents with the child and parents will be informed. All actions by children will be judged in context to their age and level of maturity. Our overall aim is for both parties to share each other's point of view, to take responsibility for their own actions, to support the victim and to prevent such behaviour from occurring again. Children experiencing bullying will be monitored by all staff.

All staff will routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

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, circle time, R-time, SEAL, stories etc., within the formal curriculum, to help 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.

Lunchtime Supervisors watch over and care for children during the dinner break. They provide a valuable “listening ear” for children’s problems, encourage cooperation in play and inform the other staff and head if any children are unhappy or experiencing problems at playtime.

The role of parents

The school recognise that primary children are more likely to report bullying incidents to their parents in the first instance. We therefore keep parents informed of anti-bullying work and strategies being used in school and keep them informed of how to recognise and deal with incidents of bullying. We also encourage them to talk to us about bullying incidents so we can take appropriate actions. (New parents are provided with a copy of the Anti-bullying Policy.)

Parents, who are concerned that their child might be being bullied or who suspect that their child might be the perpetrator of bullying should contact the school immediately. If they remain dissatisfied they should follow the school’s complaints procedure. This is published in the School Brochure and is also available on request.

Parents 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. Children will be given opportunities to identify “a helping hand” of people who they can turn to for support to talk about bullying issues. Each year pupils work together to review the whole school Anti-bullying Charter and have been involved in producing a child friendly Anti-bullying policy which is displayed in classrooms.

Pupils are encouraged not to be bystanders and to report incidents of bullying that they witness in order to put an end to bullying.

Pupils are encouraged to use the STOP sign to put an end to bullying:

**Start
Telling
Other
People**

Pupils are invited to tell us their views about a range of school issues, including bullying in the school pupil questionnaire.

The role of bystanders

All people who witness bullying have a responsibility to inform a responsible person.

The role of governors

The governing body supports the head teacher 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 seriously, and dealt with appropriately.

Andy Lee is the designated Anti-bullying governor.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher 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 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 responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher and asks her to conduct an investigation into the case, and report back to a representative of the governing body.

Recording incidents

Records of bullying incidents are recorded and filed with the head teacher. Anti-bullying recording sheets are kept in the staff resource room. Staff use these to record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it on the record sheets and hand these to the head teacher to be filed in the anti-bullying file.

The head teacher will co-ordinate the recording system and will analyse information for patterns of people, places or groups.

Strategies for preventing bullying

- Creating a climate of trust and respect and understanding of bullying issues and feelings associated with bullying through drama, role-play, circle time, stories etc
- Developing co-operation skills through R time.
- SEAL Strategies
- Providing parents/ pupils with information on how to recognise bullying and strategies to deal with incidents.
- Providing advice to staff and parents, including websites which provide advice eg www.anti-bullyingalliance.org

Sanctions

Sanctions may involve all, or any of the following and will be appropriate to the level or nature of the incident:

- Disapproval/ saying sorry
- Rebuke
- Time out
- Missing a play-time/ privileges
- Involvement of parents

Follow Up

All incidences of bullying are followed up on a formal or informal basis. If bullying persists parents will be informed and a monitoring contract will be put in place.

Monitoring and review

The head teacher, who reports to governors on request about the effectiveness of the policy, monitors this policy on a day-to-day basis.

This anti-bullying policy is the governor's responsibility and they review its effectiveness annually. They do this by examining the anti-bullying file, where bullying incidents are recorded, and by discussion with the head teacher.

This policy will be monitored and evaluated annually and this will involve all stakeholders. The policy should be read along with the Behaviour Policy.

Signed:

Date: