



NORTH FERRIBY C E PRIMARY SCHOOL

ANTI-BULLYING POLICY

Date of New Policy:	Autumn 2016
Review Date:	Autumn 2018
Policy Type:	School
Co-ordinator:	Mr Sweeney
Link Governor:	Derek Shepherd
Committee:	Full Governors

Mission Statement:

**A Christian School with children at
its heart.**

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

Aims and objectives of the policy:

- to make sure bullying is regarded as unacceptable
- to produce an environment where children are safe **and feel safe**
- to produce a consistent response to incidents of bullying
- to understand the need for inclusion (and that this need might be even more acute for children who are also, for instance non English speakers, SEN pupils or pupils with disabilities)
- to make clear each person's responsibilities with regard to the eradication of bullying in our school

Definition of Bullying:

We define bullying as:

Actions that are meant to be hurtful and which happen on a regular basis and persist over time.

Types of Bullying:

Physical

Pupils seek to gain power over peers. Physical bullying can include kicking, punching, hitting or other physical attacks.

Verbal

Verbal bullying occurs when someone uses language to gain power over his or her peers. A verbal bully uses relentless insults and teasing. They may make fun of a peer's lack of physical capabilities, or may tease a peer for being "thick" or "geek", and/or may call a peer names based on appearance

Relational

This is behaviour that is intended to hurt someone by harming his or her relationships with others. A child on the receiving end of relational aggression is likely to be bullied, gossiped about, teased, insulted, cyberbullied, ignored, excluded, and intimidated.

Social exclusion

This is when a bully excludes someone from a group on purpose. It also includes a bully spreading rumors, and also making fun of someone by pointing out their differences.

Kinds of Bullying

The kinds of bullying might include:

- racial
- religious
- cultural
- SEN or disabilities
- appearance or health conditions
- related to home circumstances
- sexual orientation
- sexist

Roles and Responsibilities:

1. The Role of the Governing Body:

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed.

The governor responsible for Anti-Bullying is

2. The Role of the Headteacher:

The Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006

a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies

The staff member responsible is

3. The Role of the Teacher and Support Staff:

- All staff must take all forms of bullying seriously, and seek to prevent it from taking place.
- If a child complains of being bullied or if a member of staff is concerned that bullying is taking place, then the parents/carers of the victim and the perpetrator should be informed.
- If staff witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team.
- Teachers and support staff do all they can to support the child who is being bullied.
- ***All incidents of bullying or suspected bullying are recorded and records kept by the behaviour coordinator.***

4. The Role of Pupils:

We expect that pupils:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

5. The Role of Parent / Carers

We expect parents/carers to:

- keep informed about and fully involved in any aspect of their child's behaviour
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent/carer has concerns relating to bullying they should report them to the class teacher.

Actions:

When an accusation of bullying is made it will be assessed against the definition of bullying:

Actions that are meant to be hurtful and which happen on a regular basis and persist over time.

If the assessment shows that the incident was NOT one of bullying, then it will be dealt with in line with our behaviour policy and procedure. It will be made clear to parents / carers, staff and children concerned with the incident, that this was NOT an incident of bullying, and reasons given as to why this is the case. It will be made clear exactly how the incident will be dealt with and what sanctions will be put in place.

If the assessment shows that this was an act of bullying, staff will deal with the issue immediately. Parents of the both bully and the victim will be informed. Time will be spent talking to the child who has perpetrated the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. The process may involve emotional support for the victim, and punishment for the offender.

In more extreme cases, where assaults have been committed, the police might be contacted.

We strive to ensure that all parties involved are happy that a satisfactory resolution has been reached.

Children must feel safe as well as being safe.

Strategies:

Varied strategies are available to help both the victim and the perpetrator including:

- restorative approaches
- cognitive approaches
- positive debrief
- involvement of external agencies, eg RAPP, Social Care

Prevention:

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all:

- curriculum: drama, role-play, stories etc.
- Social Emotional Aspects of Learning (SEAL) approaches
- assembly is used to praise, reward and celebrate the success of **all** children, and thus to help create a positive atmosphere
- The National Anti Bullying week is always followed.

Monitoring and Review

The overall effectiveness of the bullying policy will be subject to consideration in:

- daily staff debrief
- staff meetings
- SLT meetings
- assemblies
- class discussions

Records of bullying incidents are kept by Mr P Sweeney.

The member of staff responsible for the overall monitoring, recording and evaluation of incidents is Mr P Sweeney.

Statistics about racist bullying are collated by the LA.

Our policy is reviewed at least every two years.