

RAMSEY MANOR LOWER SCHOOL
ANTI-BULLYING POLICY

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.
Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: STATUTORY

DATE ADOPTED: Nov 2010

Policy agreed by staff: RS Dec 2016

Policy agreed by Governors: JS Dec 2016

Date of next review: Dec 2019

RATIONALE

We believe that everyone in our school, regardless of gender, race, religion, language or ability (academic or physical), have the right to feel safe from bullying. Bullying and harassment can cause severe distress to the victims. Bullying creates an atmosphere of intimidation and insecurity, which extends beyond the direct victims and perpetrators affecting the entire community of the school. If not dealt with effectively it can stunt the educational and social development of pupils involved and impair the well-being of adults whether directly or indirectly. School governors and senior managers are responsible for ensuring that the school has an Anti-Bullying policy in accordance with:

The Standards and Frameworks Act (1998)

The Race Relations Amendment Act (2000)

The Education Act (2002)

Children's Act (2004)

AIM

Our aim is to enable every individual to fulfill their potential in all areas of their development in a safe caring environment in which everyone has the right:

- Not to have to fight
- To expect people to be kind and have respect for others
- Not to use or receive hurtful language

- To express ideas and ask questions
- To have friends
- To grow in self control and confidence
- To want to come to school
- To be secure and build a positive self-esteem

Our practice promotes collaborative learning through the school Values allowing individuals to develop respect for the needs and views of others. This involves not only the formal curriculum but also the hidden curriculum in relationships, rules and the school's general atmosphere and ethos.

THE NATURE OF BULLYING

Bullying is.....

- A 'systematic abuse of power' (Rigby, 2002)
- DFEE definition
 - Deliberately hurtful (including aggression)
 - Repeated, often over a period of time
 - Difficult for victims to defend themselves against

Bullying falls into one, or a combination of, the following categories:

1. Physical bullying - unprovoked assault on a person or group.
2. Verbal- the persistent use of language aimed at an individual or group of individuals in a derogatory or offensive manner.
3. Psychological - reduction of a person's self-esteem or confidence through threatening behaviour, taunting, or teasing about any feature of their lives that can be used to wound them.
4. Social Ostracism - rejection by a peer group
5. Sexual bullying – harassment, segregation and inappropriate comments.
6. Homophobic bullying – including name calling and/or segregation.
7. Cyber bullying- bullying which is carried out through an internet service such as email, chat room, discussion group or instant messaging. ..

PRACTICE

We are aware that bullying occurs in every school and take it seriously. We do not assume that it is just a normal part of growing up and dismiss those who complain as weak or 'natural victims'. We do not assume that all, or even most complaints are reported. We will be aware of, and look out for signs of bullying.

We aim to:

- Make individuals aware of the purpose behind discipline in school and enlist their cooperation by signing the Home/School Agreement at the beginning of each year.
- Monitor the policy and practice relating to bullying and improve the curriculum as appropriate.
- Promote and foster parental partnership and links with the support services and community in general.
- Review school premises in order to minimise places where bullying can take place.
- Train our MSAs and provide them with resources to organise activities at lunchtimes to support children who need it.
- Create conditions in school to promote equality of opportunity irrespective of gender, ability, ethnicity and social circumstance.
- Explain the significance of adult behaviour as a positive or negative role-e.g. do not become a bully whilst tackling a bully.
- Through our Values Education Programme, Personal, Social, Health and Citizenship Education (PSHCE), circle times and assemblies teach about relationships and cover the topic of bullying and ways to deal with it.
- Have a consistent system of rewards and sanctions, agreed with the school council, to deal with behavioural issues.
- Counsel victims and bullies to ensure that victims feel supported, not ignored or undermined.

RECORD KEEPING, MONITORING AND REVIEWING

All incidents of bullying are recorded so that policies and procedures can be amended as appropriate. Incidents should be noted and monitored by the class teacher and Deputy Head (using Concern's Files). Where appropriate, questionnaires should be completed by classes or groups of children to assess their concerns about bullying. These should then be followed up on an individual basis.

When concerns arise a child can be placed on playground watch. This is raised as an item on the agenda at a staff meeting and MSAs are informed. The supervisor on the playground is required to observe and comment on the child's behaviour for a minimum of one week. This information can then be shared with the concerned adult.

PROCEDURE GUIDELINES FOR DEALING WITH COMPLAINTS OR SUSPICIONS OF BULLYING

If disclosure of bullying or other concerns or suspicion occurs:

- Discuss incident with victim to ascertain that bullying is taking place:**A 'systematic abuse of power' (Rigby, 2002)**
- **DFEE definition**

- **Deliberately hurtful (including aggression)**
- **Repeated, often over a period of time**
- **Difficult for victims to defend themselves against**

1. Once clear that bullying is taking place reassure victim that they are right to tell and that the bullying will be stopped.
2. Ask victim if they feel comfortable, with your support, to discuss their feelings with the perpetrator/s,
3. If they agree, ask them to explain to the perpetrator/s how their actions have made them feel and allow perpetrator/s to say what they feel and what will happen from now on.
4. If they are unwilling, speak to the perpetrators without the victim present
5. Record details, date, time facts as soon as possible and sign. Add to playground watch as necessary.
6. Inform the Head or Deputy Head.
7. Review incident with parties involved, including all teaching/non-teaching staff.
8. Take appropriate action according to type and severity of incident using the sanctions list in the Behaviour Policy
9. Inform the parent/carer of the victim and the perpetrator

LINKS TO OTHER POLICIES

[Behaviour Policy](#)

[Child Protection Policy](#)