



**Nancy Reuben Primary School**

# **Anti-Bullying Policy**

## **September 2016**

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## **1 Introduction**

1.1 Bullying is purposeful and repeated actions taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

1.2 Bullying can take different forms:

- Physical bullying – causes both short and long term damage – e.g. hitting, kicking, tripping, pinching, pushing and damaging property.
- Verbal bullying – can start off harmless, but can escalate to levels which start affecting the individual target - e.g. name calling, using threatening or provocative language, teasing, intimidation and homophobic or racial remarks.
- Psychological/Social/Relational/Covert bullying – is often harder to recognise and can be carried out behind the bullied person's back and is designed to harm someone's social reputation and/or cause humiliation - e.g. excluding an individual from games, refusing to talk or acknowledge an individual, lying and spreading rumours, making negative facial or physical gestures, playing nasty jokes, humiliating, mimicking unkindly, encouraging others to socially exclude someone and damaging someone's social reputation or social acceptance.
- Cyber bullying – can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other online platforms. It can happen at any time, in public or in private and is sometimes only known to the target and the person bullying. - e.g. abusive or hurtful texts, e-mails, videos, images or posts, deliberately excluding others online, nasty gossip or rumours and imitating others online or using their log-in.

## **2 Aims and objectives**

2.1 At NRPS we acknowledge that bullying can happen and that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school to:

- Produce a safe and secure environment where all can learn without anxiety.
- Ensure that all children and adults have a common understanding of what the term "bullying" actually means.
- Have an embedded PSHE (Personal, Social, Health and Economic) Curriculum that teaches children how to deal with different situations and how their behaviour can influence others and what to do if they are the victim of/witness to inappropriate behaviour of any kind including bullying.
- Have a robust cause of action for any allegations/acts of bullying that everyone adheres to.
- Ensure that the whole school community work together to deal effectively and professionally with any situations of bullying.
- Continually review our policy and procedures.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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 eradication of bullying in our school.

### **3 The role of the Governors**

3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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.

3.3 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 him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **4 The role of the Head Teacher**

4.1 At NRPS, 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 deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

4.4 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.

4.5 The Head Teacher relies on the SLT to offer support and guidance to all staff to ensure this policy is adhered to fully.

### **5 The role of the Teacher**

5.1 Teachers at NRPS take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that they are aware of that happen in their class and elsewhere. These are kept in incident logs which are taken in every 2 weeks by the Head Teacher/Deputy Head Teacher, who monitors the incidents and will follow up on any issues/concerns that become apparent.

5.2 If teachers witness an act of bullying, they do all they can to support all those who are involved, informing the Head Teacher and parents as necessary.

5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we 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. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher, the Deputy Head Teacher and the SENCo (Special Needs Co-ordinator). We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services.

5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.6 All incidents of racism or homophobic bullying are treated as serious incidents. Records of such incidents are recorded in the central folder in the Head Teacher's office.

## **6 The role of the Parents**

6.1 Parents who are concerned that their or another child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **7 Monitoring and Review**

7.1 This policy is monitored on a day-to-day basis by the Principal, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

**DATE CREATED: AUGUST 2016.**

**DATE OF THE NEXT REVIEW: SEPTEMBER 2018**