



	Date	Minute No.
Approved by Governors	17/10/2018	17/10/2018.22

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Ashover Primary School

Anti- Bullying Policy

Anti- bullying coordinator- Emma Crowder

School link governor for anti- bullying- Ellen Hardwick

Our aim

To provide a safe and secure environment where everyone can learn, thrive and be happy. Our main aspiration is to develop an ethos where bullying is prevented as much as is foreseeable possible.

Strategies to prevent bullying include:

- The teaching of e- safety and the dangers through the curriculum
- The use of SEAL materials through the PHSE curriculum
- The use of circle time in developing friendships and resolving disagreements
- The schools' involvement in healthy schools
- The school takes part annually in anti- bullying week in November
- Promoting how to deal with bullying through the schools Anti- Bullying Ambassadors
- Anti- bullying ambassadors encourage all children to have their say about bullying and how a kind, safe ethos can be encouraged and how bullying can be stopped
- Parents and governors have their say on how bullying can be stopped
- Playground buddies at breaktimes and lunch times through the school's playground pals
- Mini leaders work alongside a play leader in organising games and activities to keep everyone busy at lunchtime

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- Parent information to inform about e- safety meetings and coffee mornings
- Staff training and development for all staff
- Access to a councillor within school if needed
- The school will follow the STOP award procedures

Introduction – What is bullying?

Definition of bullying:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally,' safe to learn: embedding anti- bullying work in schools (2007.)

Bullying is an unacceptable standard of behaviour. Bullying is usually a continuous and repeated set of actions carried out on purpose by an individual or group against an individual or group who cannot defend themselves in that situation. Bullying can take different forms:

Verbal: name calling, threatening language, teasing, making fun, mocking, taunting, offensive comments

Physical: punch, kick, grab, any forced undesired contact that may or may not cause harm

Exclusion: excluding from group, refusing to speak/acknowledge

Indirect: manipulative behaviour, goading, sneaky, upsetting behaviour, trying to get an individual or group in trouble for something he/she hasn't done, stealing/ hiding belongings, spreading hurtful rumours

Cyber- bullying: to use the internet as a communicative source to continue unacceptable, upsetting behaviour towards an individual or group when away from school; unacceptable text messaging or emailing, sending offensive or degrading and humiliating messages

Discrimination: Any type of discrimination against an individual or group due to race, sex, preference, religion, SEN, sexual orientation, culture, appearance or health

Bystander acceptance: If an individual or a group see, watch and acknowledge bullying incidents but do not take action they become bystanders of the incident and are allowing and accepting that behaviour- a bystander must always speak up

Bullying differs from teasing/ falling out between friends or other types of aggressive behaviour by a **deliberate intent to hurt or humiliate**, there is a **power imbalance**

which disables an individual or group to defend themselves or it is a **persistent incident**.

Occasionally an incident can be classed as bullying even though the incident is a one off- if it fulfils the other descriptors of bullying. This should be particularly considered in cases where others are being discriminated against for sexist, racist, homophobic reasons or in case where children have Special Educational Needs (SEN). Any case where a child is deemed to be in danger – one of incident or not- intervention will be taken urgently and inadequate behaviour will be dealt with.

The role of the Governors

The governing body support the head teacher and will not condone any bullying at our school. Any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The governors require the head teacher to keep accurate records of incidents of bullying and report to governors on request about the effectiveness of the anti-bullying strategies.

Ellen Hardwick is the anti- bullying link governor. Regular meetings with the anti-bullying coordinator (Emma Crowder) are held for feedback and discussion to take place. Reports on progress or activities that have been scheduled/ held are sent via email to keep Governors regularly updated.

The role of Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and ensure that all members of staff are aware of the policy and know how to identify and deal with incidents of bullying. The head teacher reports to governors on request. The head teacher promotes the message that bullying is unacceptable behaviour in school and draws attention to this at suitable moments.

The role of the anti- bullying coordinator-

The school anti- bullying coordinator is Emma Crowder.

The coordinator must lead the anti- bullying team to ensure awareness and understanding of bullying issues is expressed across the school. The coordinator must facilitate the team's ideas on how to increase the safety and happiness of the playground ethos and environment. The coordinator will report any major or reoccurring incidents to the head teacher or parents/carers as appropriate.

The role of the teaching and non teaching staff

All staff take all forms of bullying seriously and seek to prevent it happening. If teachers witness an incident of bullying they will either investigate it themselves or refer it to the head teacher. Teachers and support staff do all they can to support a child who is being bullied. If the bullying is over a period of time then, after consulting with the head teacher, the child's parents or carers are informed. Staff can log incidents of bullying with the head teacher in the behaviour and incident book in the office.

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If bullying has taken place between members of the same class the teacher will deal with it immediately. Time is spent talking to both parties and discussions take place with the child who has done the bullying about their actions and how to change their behaviour in the future. If a child is repeatedly involved in bullying the head teacher is informed. If bullying persists then the children's parents or carers would be invited into school to discuss the situation and the course of action to be taken if the bullying persists. In more extreme cases the head teacher would contact the chair of governors to discuss the course of action and possibly external support agencies.

Teachers use a range of methods to help prevent bullying and establish a climate of trust and respect for all. They use drama, role-play, stories and PSHE lessons to help pupils understand their feelings and those of a bullied child. Circle time and collective worship is used to praise, reward and celebrate the success of all children to create a positive atmosphere. Teachers encourage children to speak to an adult they can confide in if an issue arises and parents are also encouraged to report incidents of bullying to the class teacher or head teacher. Friendship stops and playground pals have been introduced for children to use if they are feeling unhappy at playtime.

The role of parents and carers

Parents who are concerned their child might be being bullied or suspect their child may be a perpetrator should contact their child's class teacher or head teacher and this concern will be logged in the Parental Concern Log. If they are still concerned they should contact the head teacher. If they remain dissatisfied they should follow the school's complaints procedure. Parents and carers actively encourage their child to be a positive member of the school.

The role of the pupils

Pupils are encouraged to tell someone they trust if they are being bullied, and if the bullying persists they must keep on telling people they trust. Pupils are invited to express their views about issues on pupil questionnaires and through the Anti-bullying ambassador team led by the anti-bullying coordinator. The anti-bullying team of ambassadors are annually trained through the Diana award programme- to help stop, report and deal with bullying behaviour.

Monitoring and Reviewing

The policy is monitored and updated regularly. Governors and the head teacher analyse information from parents, children and staff.

This policy was amended and updated on 26th April 2016 by Emma Crowder.

The policy was amended and updated on 2nd September 2017 by Emma Crowder