

## **SHIREHAMPTON PRIMARY SCHOOL**

### **Anti-Bullying Policy**

#### **1 Introduction**

- 1.1** 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 DfE guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects the most recent guidance released by DfE.
- 1.2** DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical, verbal or cyber) or indirect (for example, being ignored or not spoken to).

#### **2 Aims and objectives**

- 2.1** 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, and measures are in place to reduce the likelihood of bullying.
- 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 governors**

- 3.1** The governing body supports the Headteacher 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 very seriously, and dealt with appropriately.
- 3.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher 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** 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 Headteacher, 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 Headteacher**

- 4.1** It is the responsibility of the Headteacher 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why there will be consequences for a pupil.
- 4.3** The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training including Restorative Justice to be equipped to identify and deal with all incidents of bullying.
- 4.4** The Headteacher 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.

#### **5 The role of the teacher and support staff**

- 5.1** All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2** If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Behaviour Lead. The information is recorded on our yellow and red card system or by completing an incident form. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Behaviour Lead and Headteacher, parents of both parties will be contacted.
- 5.3** Records of any bullying are kept through the yellow/red card system and incident log which is kept in the Deputy Heads Teachers office. The behaviour Lead will regularly analyse the data from the yellow/red card and incident log and any relevant action will be taken. The Headteacher will receive termly updates on behaviour and any issues around bullying.
- 5.4** When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This will involve a restorative justice conference (RJ), may involve counselling and support for the victim of the bullying, and consequences and support for the child who has carried out the bullying. If a child is repeatedly involved in bullying other children and intervention from the Behaviour Lead has not been successful, this will be referred to the Headteacher. We then invite the child's parents into the school to discuss the situation further. In more extreme cases, for example where these discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.

- 5.5** All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management and keep them updated. School provide all staff the opportunity to review the current systems in place to prevent bullying and contribute to future development of our current systems. Time is also provided for staff to practice and refresh their RJ conferencing skills during allocated times such as staff meetings and INSET days.
- 5.6** Teachers, support staff and the pastoral team, 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, stories, Thrive etc., within the formal curriculum, to help pupils 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. Through ICT lessons cyber bullying is highlighted and pupils are made aware and supported in developing an understanding that this too is also a form of bullying and should be reported.

## **6 The role of parents**

- 6.1** Parents who are concerned that their 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. If they are not satisfied with the response, they should contact the Behaviour Lead and then the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of pupils**

- 7.1** 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.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and are also able to voice any concerns through a worry box which is a requirement for all classes.
- 7.3** Our School Council has developed its own school rules and friendly child charter.
- 7.3** Our pupils at school have created their own definition of bullying and have defined bullying as a constant threatening action which can hurt the victim either physically or mentally. It can happen face-to-face as well as over social media. It can include swearing, name calling, rumour spreading and physical violence.

## **8 Monitoring and review**

- 8.1** This policy is monitored on a day-to-day basis by the Behaviour Lead. The Headteacher will reports to governors on request about the effectiveness of the policy.

- 8.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's data and incident logs, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3** This policy will be reviewed in two years, or earlier if necessary

**Signed:**

**Date: January 17**

**Next review: January 19**

**Appendix 1: Red cards**

**Appendix 2: Yellow Cards**

**Appendix 3: Incident Forms/Log**