

Rothersthorpe C of E Primary School



Anti-Bullying Policy

1. Introduction

- 1.1 Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections.
- 1.2 It is a government requirement that all schools have measures in place to prevent all forms of bullying. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in *'Every Child Matters'*. In 2006 Section 89 of the Education and Inspections Act provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The document *'Preventing and Tackling Bullying'* October 2014 also provides advice to headteacher, staff and governors.
- 1.3 **The Equality Act 2010** has three aims. It requires public bodies to have due regard to the need to:
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - foster good relations between people who share a protected characteristic and people who do not share it.
- 1.3 DFE guidance defines bullying behaviour, repeated over time, and that intentionally hurts and individual or groups physically and/or emotionally and which happen on a regular basis. Bullying can be direct (either physical, verbal or cyber) or indirect (e.g. being ignored or not spoken to).

Pupils remember the definition of bullying to be:

Several Times On Purpose

Start Telling Other People

1.4 Bullying can be related to:

Gender, Race, Religion, Culture, SEN or Disability, appearance or health condition, home circumstances, including young carers and poverty, sexual orientation, sexism or sexual bullying, homophobia.

- 1.5 Bullying can take place in the classroom, playground, school field, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

1.6 Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Further information on how to respond to cyber-bullying and how pupils can keep themselves safe can be found via Childnet and Thinkuknow websites.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children and adults. 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.

2.5 Prevention

We ensure that the curriculum reflects the school's anti-bullying policy and that staff model behaviour that reflects our beliefs. Through our curriculum, I.T, R.E and PSHE/SMSC we promote respect for difference, self-awareness, self-esteem and self-control. We also:

- Recognise and celebrate diversity of achievement, identity and culture in all fields.
- Encourage supportive relationships across phases through our Buddy System.
- Carry out assemblies that reinforce a co-operative and caring school climate.
- Have an anti-bullying week yearly in order to raise awareness within the school community.
- Have yearly internet safety awareness sessions within the school community.
- Teach internet safety/cyber-bullying lessons within the I.T curriculum.
- Reinforce high self-esteem and minimise low self-esteem through reward systems.
- Adopt classroom management techniques that challenge racist, sexist or homophobic remarks.
- Ensure that all pupils, parents and adults are aware of the procedure for reporting bullying.
- Ensure all areas of the school premises are appropriately supervised.

3 The role of the teacher and support staff

- 3.1 Teachers 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, internet activities, 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.
- 3.2 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 3.3 Staff must remain vigilant about bullying behaviours and also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.
- 3.4 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.

4 The role of the head teacher

- 4.1 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 identify and 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 as necessary. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.
- 4.3 The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to prevent and 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.

5 The role of parents and carers

- 5.1 Parents and carers 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 head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 5.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6 The role of pupils

- 6.1 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.
- 6.2 Pupils are invited to tell us their views about a range of school issues, including all forms of bullying, in the annual pupil and parent questionnaire.
- 6.3 At the outset of each academic year, each class discuss Class Rules and Anti-bullying strategies during Class Council sessions.
- 6.4 Our School Council reviews Anti-bullying strategies and profiles these at a school assembly and through Class Councils.

7 The role of governors

- 7.1 The governing body supports the head teacher 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.
- 7.2 The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors annually about the effectiveness of school anti-bullying strategies.
- 7.3 Any request from a parent to investigate incidents of bullying will follow the school's Behaviour and Discipline policy.

Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors regularly about its effectiveness.
- 8.2 The anti-bullying policy is the governors' responsibility and they review its effectiveness regularly. They do this by discussion with the head teacher. The Head teacher analyses information for patterns of people, places or groups. She looks out in particular for racist bullying, cyber-bullying or bullying directed at children with disabilities or special educational needs.

9.1 Procedures for Reporting and Recording Bullying Incidents

All members of the school community will be alert to the possibility of bullying incidents and all allegations of bullying will be investigated.

- All allegations of bullying will be recorded by the adult who received the disclosure.
- The adult will then inform the Class teacher and Head Teacher.
- Where possible, parents of the children involved will be contacted on the same day that allegations are made by either the class teacher or Head Teacher depending on the seriousness of the allegation.
- The Head Teacher will investigate the allegation in line with the Behaviour and Discipline Policy and may request a period of monitoring.
- Parents will be informed of outcomes within the agreed time.
- Cases of bullying will be shared with the Local Authority and with the Governing Body via the Head Teacher's report to Governors.

10.1 Outcomes

Actions will vary to accommodate the varying degrees of bullying, ranging from: counselling, no blame support group, circle of friends, apology, written apology, sanctions e.g. loss of breaks, exclusion from school clubs or other privileges, involvement of parents and in extreme circumstances, fixed term exclusion. In all cases, an adult will carry out a follow up interview with the victim within the agreed time to check on their well-being.

Agreed by Governors

Nicola Fountain – Head teacher

Fiona Newitt – Chair of Governors

Date: October 2015