

Watling Street Primary School Anti-Bullying Policy

Introduction

It is a Government requirement that all schools have an anti-bullying policy. This policy reflects the guidance;
Bullying: effective action in secondary schools.
Don't Suffer in Silence and Bullying – A Charter for Action.
Preventing and Tackling Bullying 2014
School support for children and young people who are bullied 2014
Cyber bullying: Advice for Head Teachers and school staff 2014
Advice for parents and carers on cyber bullying 2014

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. Bullying can produce feelings of powerlessness, isolation, damage the sense of self-worth, and sometimes lead to victims feeling that they are at fault. It can lead to serious and prolonged damage for an individual and their family.

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 or verbal, cyber) or indirect (for example, being ignored or not spoken to).

Cyber bullying is bullying that is done online or on mobile devices, often using social networks. Racist bullying is where the victim is targeted for belonging to a particular minority group.

Homophobic bullying is aimed at gay, bisexual, lesbian and transgender targets.

Aims and objectives

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.

We aim, as a school, to produce a safe and secure environment where all children can learn without fear, and measures are in place to reduce the likelihood of bullying.

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

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.

The Role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body do not condone bullying in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately in a timely manner.

The Head Teacher monitors incidents of bullying within the school that do occur, and reviews the effectiveness of this policy regularly. Where bullying outside school is reported to school staff, it will be investigated and acted on. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors and the local authority on request about the effectiveness of school anti-bullying strategies.

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 Head Teacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

The Role of the Head Teacher

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.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at all times. The Head Teacher draws the attention of children to this fact at suitable moments.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers report all incidents that happen in their class, and incidents that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team (SLT). Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head Teacher, the teacher informs the child's parents. The school has a well established behaviour tracking and recording system.

When any bullying taking place between members of a class, the teacher will 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the staff inform the Head Teacher and the special needs coordinator. The child's

parents are then invited 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, the behaviour management support service or put a behaviour modification programme in place.

All members of staff routinely discuss pupils' behaviour and coping strategies in staff meetings, they also follow school policy and procedures with regard to behaviour management.

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 assemblies, PSHE 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. Teachers use praise, reward and celebrate the success of all children, and thus help to create a positive atmosphere.

The role of parents

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 or the Head Teacher immediately. If they are dissatisfied with the response they should follow the school's complaints procedure, as detailed in the school Prospectus.

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

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting adults know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Peer group mediators (Buddies) are trained to support the anti-bullying policy.

All children know which adults they can contact with any concerns about bullying.

Monitoring and review

Behaviour is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by questioning the Head Teacher and Deputy Head Teacher and through feedback from surveys.

This policy will be reviewed in two years, or earlier if necessary

Signed: L. Powell

Date: 18.05.2017