



Ivegill CE Primary School Anti-Bullying Policy

Introduction

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 DfES 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’.

DfES 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) or indirect (e.g. being ignored or not spoken to).

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 can learn without anxiety, 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.

Definition of bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time and which makes it difficult for those being bullied to defend themselves.

The main forms of bullying comprise of:

Physical - hitting, kicking, taking belongings.

Verbal - name calling, repeated insults, racist taunts.

Indirect - spreading nasty rumours, excluding from social groups.

Some common signs of bullying:

- Reluctance to come to school.
- Decline in standards of work.
- Change of personality – quiet, withdrawn, unhappy.
- Not sleeping well.
- Unexplained bruises or scratches.
- Distressed, but unable to talk about it.
- Loss of friends.
- Depression.

If a child displays any of these signs it could indicate that they are being bullied. However, it is normally a combination of symptoms rather than one isolated incident that is indicative of bullying.

Bullying in any form is unacceptable at Ivegill CE Primary School. All staff will act swiftly to investigate any incidents brought to their attention.

- Children must understand that they have the right not to be bullied.
- Children should know that they can confide in parents or teachers if they feel threatened.
- Parents must inform the school immediately if they suspect that their child is the victim of bullying.

The role of governors

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.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.

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 him/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 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

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. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a member of the Head Teacher. 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 Head Teacher, the teacher informs the child's parents or carers.

In the School Office, there is an Incident File in which staff record all incidents, including bullying, that occur both in and out of class. We also record incidents that occur near the school. Any adult who witnesses an act of bullying should record it in the incident file. When any bullying has taken place between members of a class, the teacher will deal with the issue immediately.

This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Head Teacher is informed and the Special Educational Need's coordinator – if appropriate. We

then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as the Multi Agency Support Team (MAST).

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.

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 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, along with the delivery of SEAL/YCDI, is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Anti-Bullying week is given status in the school calendar. Where possible, visitors are sought to come into classes to carry out Anti-Bullying workshops (including workshops on Cyber Bullying).

The role of parents and carers

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.

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.

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 people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and through regular school meetings.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy. The Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's incident file, 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.

9.3 This policy will be reviewed every two years or earlier if necessary.

Signed: _____ Chair of Governors Date: _____

Signed: _____ Headteacher Date: _____

Review Date: November 2016