

Anti-Bullying Policy



Acresfield Primary School

Last Updated: November 2018

Date of Governing Body Approval: November 28th 2018

Committee Responsible for Review: Teaching and Learning

Signed: [Chair of Governors]

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Signed: [Headteacher]

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Acresfield Primary School Anti-Bullying Policy

Policy Statement

At Acresfield we recognise the negative impact that bullying can have on a child's life. As a result we 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. This includes incidents which occur outside the school premises. [Please refer to the Behaviour Policy]

We aim to make all those connected with Acresfield aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What is bullying?

There are a great many definitions of what constitutes bullying and bullying behaviour. Most definitions consider it as being repeated words or actions, which are aimed at causing another to feel frightened, miserable or helpless. All bullying and bullying behaviour has the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- it is difficult for the target of the bully or bullying behaviours for them to defend themselves against the negative behaviour.

Bullying or bullying behaviour can be divided into the following, although this may not be an exhaustive list –

Physical

Assault, pushing, shoving, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

Verbal

Racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate.

Written

Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.

Interference with another individual

Theft, extortion, vandalism, defacing of property, ruling games, [dominance games] blackmail or any other activity designed to intimidate or hurt.

Psychological pressure – silent bullying

Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

Cyber bullying

Emailing or texting about a person or to a person, spreading rumours or defacing or corrupting work.

Racist bullying

Name calling, incitement, making comments about a person's country or culture or appearance, commenting on parents, spreading rumours.

Homophobic bullying

Name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends, spreading rumours.

Subtle bullying

Looking at a person in a particular way, swearing at or about a person.

Incitement of others

To become involved e.g. by blackmailing, excluding, or threatening behaviours.

The role of governors

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 community, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. This includes cyber bullying, which may occur away from the immediate school grounds.

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.

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 to conduct an investigation into the case, and to report back to a representative of the governing body. [See Complaints Policy]

The role of the Headteacher and Senior Leadership Team

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.

The Headteacher and senior management team 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 or senior leaders of the school 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 Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

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.

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.

-listen to the child

-ensure a record of the incident is made and added to the central bullying records kept in the headteacher's office. [some incidents may initially be kept in the class incident book. However if a pattern emerges and this becomes a case of bullying the information must be recorded in the central record]

-inform the Headteacher

-speak to the child

-speak to the child's parent

-speak to the perpetrators parent

-set up a system to try and prevent future incidents. Eg inform the learning mentor so that some 1-1 work can be completed with the child.

-speak to the perpetrator about their actions and why they were inappropriate

Teachers keep their own records of all incidents that happen in their class, and 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 Headteacher. 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 Headteacher or key stage behaviour leaders the teacher informs the child's parents.

Kept in the Headteacher's room, there is a behaviour logbook in which staff record all incidents of bullying that occur out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.

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, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the Social Services or the Behaviour Support Team.

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 is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Each year group follows our P.S.H.C.E curriculum which directly addresses different issues surrounding bullying. These messages are reinforced within whole school assemblies dealing specifically with bullying issues.

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 teacher immediately. If they are not satisfied with the response, they should contact the Headteacher.

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 people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in a number of ways. This could be by speaking to an adult, a school council rep, a buddy, a play leader, or through the 'dragons' worry box.

Inclusion

All schools have a broad range of pupils with different levels of social skills. As a resource provision school, with children with complex needs and moderate learning difficulties, we recognise that at times this range can be very broad. As such we monitor the behaviour of all the children, so that where appropriate, social skills programmes can be put into place, to support the children with their social interaction.

Monitoring and review

This policy is monitored by the Headteacher and Senior Leadership Team,

This policy will be reviewed in line with our behaviour policy, every year, or earlier if necessary.