



Anti-Bullying Policy

Policy History			
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It is a Government requirement that all schools have an anti-bullying policy. This policy reflects the guidance produced by the DfES: *Don't Suffer in Silence* and *Bullying – A Charter for Action*.

We take bullying seriously and will take steps to combat it promptly and firmly whenever it happens. We understand our duty to work to prevent all forms of bullying among children in our care. We will strive to engender a culture in which bullying of any kind is completely unacceptable.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. However, we recognise that single incidents can also be Bullying can be direct (physical – hitting, kicking, or verbal – name calling, public ridicule, teasing, belongings taken or defaced) or indirect (for example, being ignored, not spoken to, stared at).

We recognise bullying as:

- The domination of a child or children on another child or children, e.g. bossing or putting someone down, making them do something against their will (Peer on peer abuse).
- Threatening behaviour, both verbal and physical, e.g. name calling, ridiculing, teasing, hitting, kicking, punching, and fighting.
- Victimisations. E.g. continually 'picking' on someone.
- Exclusion from play, e.g. ignoring
- Discrimination for any reason, e.g. physical appearance, belonging to a different ethnic group, physical or learning disability.
- Racial or sexual harassment.
- Bribing, blackmail or taking with menace.
- Destroying or defacing other people's property.
- Taking someone else's property
- Malicious gossip
- Any use of whispering, sending of notes and use of gesture designed to isolate or intimidate.

In school we use STOP (Several Times On Purpose) to help children define whether an action is bullying. However all actions which make a child uncomfortable should not be ignored. We encourage children to state; 'Stop it, I don't like it' as a clear indication that an action is unacceptable.

Aims and objectives

Lifelong Learners, Leaders of Change, Lasting Legacy



We know that bullying is wrong and damages children. Children who suffer from bullying are more likely to be frequently absent from school and are less likely to achieve high standards at school. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to develop an inclusive, safe and successful school environment for all children where they can all 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.

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 records of all incidents of bullying and to report to the governors regularly on formal meetings with parents of children instigating bullying behaviour about the effectiveness of school anti-bullying strategies.

The role of the Headteacher

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 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 a pupil is being punished. An Anti –Bullying week (or Friendship Week) is used as a positive forum each year to raise the profile of the school's anti-bullying policy and involve the children in a variety of anti-bullying activities.

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.

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The role of the teacher and support staff

All the members of staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff will model the kind of behaviours we expect children to demonstrate e.g. understanding, respect, self-awareness, avoiding offensive language.

If teachers witness an act of bullying, they will initially investigate it themselves and if necessary refer it to a member of the senior leadership team. Teachers and support staff will do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the headteacher, the teacher will inform the child's parents.

When any bullying occurs between members of a class, the teacher will deal with the issue as soon as possible. This may involve support for the victim of the bullying, and time spent talking to the child who has bullied: explaining why his/her action was wrong, and that he/she is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, staff should inform the headteacher. The child's parents will then be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff regularly discuss behaviour systems and appropriate choices with children in their care, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers should use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories, LEAF (Listen to what happened, Effects on others, Amends, Follow –up). etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid bullying behaviour. Circle time should be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Teachers will endeavour to create a school environment that celebrates diversity and challenges stereotyping. (*Refer to Equal opportunities and Race Equality policy*)

In school we operate two 'Buddy' systems:

All new pupils are given a 'class buddy' who supports them whilst they settle into school.

Year 2 pupils are allocated an older Yr 3 pupil as a mentor. The 'Buddy' acts as a support for the year 2 child during their transition into Key Stage Two.

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Playground Buddies (Mediators) – Children in years 5 & 6 who undertake training following a nationally recognised scheme. This enables them to learn about peaceful conflict resolution. When trained they will be on duty at break times and lunchtimes in the playgrounds. Mediators will be identifiable by their “hi-vis” vest and ‘Buddy’ badge.

Additional guidelines for teachers and support staff:

Don't give permission for bullying to take place by saying:

- It will sort itself out
- It is part of growing up
- You must have done something to deserve it
- Don't be a baby
- Don't tell tales

There may be occasions when children have normal friendship squabbles, but all complaints must be treated seriously and followed up. An all too frequent cry from the victimised child is ‘no one would listen to me.’ *Remember, it may seem like nothing to an adult, but to a child it is of great importance.*

Always be aware of a child who could be a potential victim. Signs to be aware of may be:

- A child lacking in confidence or with low self-esteem.
- A new child in school.
- A child with a family crisis
- Disability or difference of any kind.
- Differences in race, culture or gender etc.

A child who is bullied is likely to be less assertive or timid, a child who is bullied is unlikely to fight back, lonely with few friends, anxious or fearful or outside the group.

It is important to be aware that sometimes these same reasons may cause a child to become more aggressive or violent – other reasons for changes in behaviour may be:

- A child who has been a victim of violence or abuse
- Fear of not being accepted
- Low self esteem
- Peer pressure
- Learned behaviour, from home, television, DVD's or games consoles.

In school we are aware that adults can also be bullies. We always treat and address children with respect.

The role of parents

We recognise the important role that parents and carers play in tackling bullying. We will endeavour to consult and involve parents and carers fully in the school's approach and policy to bullying.



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 or the head teacher.

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 become empowered in difficult situations by using the sentence 'Stop it Please, I don't like it.' This is a clear indication that they wish for a behaviour to stop.

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, through the school council and through pupil questionnaires.

If they do not want to approach an adult directly, pupils are encouraged to report bullying by talking to a Playground Buddy or older pupils are able to complete a Friendship Concern slip and put it on a teacher's desk. (Appendix A)

Cyber Bullying

There is a growing need to be aware of abuse via technology, this can take the form of abuse via methods such as;

- Mobile phone
- Internet – chatrooms
e-mail

We talk to children regularly throughout the year to make them aware of dangers and keep parents informed via information home and workshops in school. We follow advice from Greater Manchester police when talking to children about how to stay safe when on the internet.

The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Bullying Record of Incident		(Appendix A)	
Form completed by		Date completed	
Perpetrators name and age:		Victim's name and age:	



Staff involved			
Details of indecent(s)			
Follow up			
Action Taken			
Parental involvement			
Monitoring/Review			
Date/details of final review			



KS2 Friendship Concerns / Any Other Problems

Date _____

Name _____

Message to my teacher

What is your worry?

Your teacher will talk to you soon.



KS2 Friendship Concerns / Any Other Problems

Date _____

Name _____

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Name _____

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FS & KS1

**Message to my teacher
Please come and talk to me.
I have a worry.**



Name:

Your teacher will talk to you soon.



FS & KS1

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