

# REDHILL PRIMARY SCHOOL



## Anti-Bullying Policy

The aim of this policy is to provide the best possible standard of education on relationships which enables the pupils to develop a sense of self-worth and to acquire the knowledge and skills to equip themselves for their future life.

### **1 Introduction**

1.1 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.

1.2 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). Cyber bullying is now also becoming a big concern.

1.3 The new *Keeping Children Safe in Education* (Sept 16) Refers to Peer to Peer Bullying. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

## **2 Aims and objectives**

2.1 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.

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.

## **3 The role of governors**

3.1 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, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.

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

3.3 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/her to conduct an investigation into the case, and to report back to a representative of the governing body. (See Complaints Policy)

## **4 The role of the headteacher**

4.1 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 antibullying policy on request.

4.2 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.

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

4.4 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.

## **5 The role of the teacher and all support staff**

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Staff should recognise that children are capable of abusing their peers.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. These are recorded on our Green Forms. These are monitored by members of the senior leadership team on a half termly basis. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher / deputy headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied or there are particular concerns, then, after consultation with the headteacher, the teacher informs the child's parents.

5.3 In the office, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and 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.

5.4 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 and the special needs coordinator. 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.

5.5 All members of staff routinely attend training either in or out of school, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 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. Anti-bullying week is always a feature of the school. Every half term issues of bullying are discussed in class through PSHE/Jigsaw and assemblies.

5.7 Cyber bullying is taken seriously and pupils are given information about the dangers of this. Information is on our web site about online safety. The school takes part in the annual e safety week (see Online Policy). Online is taught throughout the school year and access within school is monitored using Impero. The school has signed up to 360 Safe & staff are trained in the EPICT.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## **6 The role of parents**

6.1 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 appropriate phase leader or headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

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

6.3 Parents should monitor their child/rens use of online media & ensure they have appropriate filters & age restrictions are adhered to.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

## **7 The role of pupils**

7.1 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.

7.2 There are boxes in class & outside the breakfast club for children to put concerns in.

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

7.4 Pupils are encouraged to adhered to age restrictions on social .on line media & follow the safe practice taught in online safety lessons each term.

## **8 Monitoring and review**

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. The headteacher discusses issues with the Pastoral Team to establish if there are any issues & if intervention can be put in place.

8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, 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.

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

Signed:

**Date: September 2016**