

IRCHESTER COMMUNITY PRIMARY SCHOOL

Anti-Bullying Policy

Our aim is to make Irchester Community Primary School a safe place to be for all members of our school community.

The term “school community” means any person who is involved with School life. It includes pupils, parents, and other family members, governors, volunteers and members of staff.

This Policy has been revised to meet the requirements of the Equalities Act 2010.

DEFINITION

Bullying is defined as:

The repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally, or through cyberspace’ Anti-bullying Alliance 2011

AGREED STATEMENTS

- Irchester Community Primary School does not tolerate bullying; we are a “telling” school where children are positively encouraged to report all bullying incidents;
- Children’s behaviour is affected by the behaviour of all ~~the~~ adults around them. Therefore adults in the school community are expected to model respectful and courteous behaviour whilst on school premises;
- We seek to explain and to prevent bullying through our pastoral and academic curriculum and teach positive behaviour through values-led education;
- We actively support all known victims of bullying and take appropriate action with the perpetrators;
- All bullies incur sanctions, as outlined in our Behaviour Policy ;
- All reported incidents of bullying are recorded. These incidents are now recorded and reported as a hate incident according to the ‘New Bullying and Hate Incident Reporting Guidance’ from County. The school is required to send a monthly report even if a nil return. No parents or children are identified in the report.
- All staff reflect the requirements of the Equality Act in their practice in dealing with children and adults;

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1 Introduction

1.1 Bullying is a repeated action taken by one or more children with the deliberate intention of hurting another child, either physically, mentally or emotionally.

1.2 However, bullying can be an incident perceived by the victim or anyone else, as bullying, which may not be perceived as bullying by the perpetrator.

1.3 Bullying is normally started by an individual with intent to hurt. i.e. not a response or reaction to unkindness from another person. (When pupils with the same numbers, power or strength fight or argue, this is usually not bullying but still needs to be dealt with through the Behaviour Policy.)

1.4 Bullying can take the form of - physical (hits, damage to belongings); direct verbal (threats, insults, nasty teasing); relational (rumours, social exclusion or by phone/computer).

1.5 Bullying in the work place is an action taken, by children, parents, staff, or other adults with deliberate intention of hurting, either physically, mentally or emotionally and will be dealt with by the head teacher following the appropriate county guidelines.

(Definitions taken from DfE guidelines for Schools – Recognising and Eliminating Bullying).

2 Aims and objectives

2.1 To do all we can to prevent bullying, by developing a school ethos in which bullying is regarded as unacceptable and any form of hurt is addressed.

2.2 To produce and maintain a safe and secure environment where all can learn without anxiety.

2.3 To produce a consistent school response to any bullying incidents that may occur.

2.4 To make all those connected with the school aware of our opposition to bullying, and their responsibilities with regard to the reporting and eradication of bullying in our school.

2.5 To empower the pupils to recognise bullying, challenge it and take appropriate action to prevent it happening through the support of anti-bullying ambassadors.

3 The Role of Governors

3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not accept bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 A governor is selected to work with the anti-bullying / PSHE leader to promote the anti-bullying message through work with the anti-bullying ambassadors and the wider community.

3.3 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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.

3.4 The Chair of Governors will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Chair will notify the Head teacher and ask her to conduct an investigation into the case and to report back.

4 The Role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that the policy is published on the school website and that all staff are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

4.2 The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher and staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished or may ask all staff to lead an extra Circle Time on the subject.

4.3 The Headteacher (and / or the In Service Training Co-ordinator) ensure that all staff receive sufficient training to be equipped to 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.

4.5 The Headteacher ensures that discussion always takes place with parents where appropriate and that follow up actions / counselling are arranged where appropriate.

4.6 The Headteacher is responsible for co-ordinating the recording system and analysing patterns of bullying.

5 The Role of the Staff

5.1 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.2 The PSHE Coordinator oversees the delivery of anti-bullying education in the curriculum.

5.3 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and that they are aware of in the school. These are shared with the head teacher / deputy head teacher.

5.4 If staff witness an act of bullying, they do all they can to support the child who is being bullied. The head teacher / deputy head teacher is to be informed and will investigate the allegation and contact the parents of the victim and alleged perpetrator/s involved (procedure section 9).

5.5 We keep a record of reported incidents of bullying that occur outside the school day, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should report it to ensure that it is recorded and followed up.

5.6 If we become aware of any bullying taking place between members of a class, the issue will be investigated immediately by the deputy head teacher / member of senior leadership team not involved with teaching that class. This will involve counselling and support for the victim of the bullying, and punishment and / or sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is involved in bullying other children, we will inform the child's parents and invite them 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 or may ultimately follow exclusion procedures.

5.7 Staff attend any necessary training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.8 Teachers will provide appropriate support after incidents of bullying. This may take the form of temporary intervention programmes, contact with parents and extra PSHE activities in class.

6 The Role of Pupils

6.1 Pupils are encouraged to report any suspected case of bullying, to themselves or to their peers, to an adult.

6.2 Pupils are encouraged to stand for election as anti-bullying ambassadors. These ambassadors are trained to support their peers and may be a first point of contact.

6.3 The anti-bullying ambassadors work with the Anti-bullying / PSHE coordinator and a designated governor on campaigns to raise the profile of anti-bullying strategies.

6.4 Pupils have access to information points which will direct them to support networks e.g. Childline, NSPCC.

6.5 Pupils need to be aware of online and cyber bullying and how to address any issues and look after themselves online

7 The Role of Parents

7.1 If an incident occurs the school will keep parents of the alleged victim and perpetrator/s fully informed (see procedure section 10).

7.2 Parents are encouraged to support their child and the school at the earliest opportunity in order to prevent reoccurrence.

7.3 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 Headteacher / Deputy head teacher immediately.

7.4 Parents should bring to the school's attention any incidents of cyberbullying that may have a direct impact on the safety (or perception of safety) of their child or any other member of the school community whilst in school.

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

7.6 Children's behaviour is affected by the behaviour of all the adults around them. Therefore all adults in the school community (staff, parents, visitors etc.) are expected to model respectful and courteous behaviour whilst on school premises.

8. Prevention

8.1 Prevention of bullying is led by the work of the anti-bullying ambassadors. They meet weekly to plan, monitor and review events.

8.2 The anti-bullying ambassadors organise a daily duty rota to cover lunchtimes. They wear named blue sweatshirts in order to be easily visible on the playground.

8.3 In addition to the work of the anti-bullying ambassadors prevention is addressed through e.g:

- Promoting our school values
- The Children's Charter
- School Council
- Peer Mentoring
- Children's questionnaires / suggestion boxes
- PSHE curriculum
- Anti-bullying campaigns (e.g. anti-bullying week)
- Assemblies
- Circle Times
- Letters to parents
- Drama activities
- Displays
- Celebrations of differences
- Appropriate supervision
- Play leaders and buddies
- Regular updates / reminders of expectations
- Modelled behaviour

9 Cyberbullying (links to e-safety policy)

9.1 All staff, parents and pupils are required to sign the e-safety rules and code of conduct for using the internet in school and accessing the learning platform.

9.2 Prevention of cyberbullying at school is managed through rigorous monitoring of emails sent via the school's learning platform.

9.3 Pupils are not permitted to have access to mobile phones during the school day.

9.4 Incidents of cyberbullying at home reported to school will be handled seriously by the Headteacher/deputy headteacher in discussion with the parents.

9.5 The governors take seriously any reports of cyberbullying by adults: applying the disciplinary policy for cases involving members of staff or engaging the appropriate authorities if involving parents.

9.6 Pupils need to be aware of online and cyber bullying and how to address any issues and look after themselves online

10 Procedure for dealing with an allegation of bullying

10.1 The school takes the position of presumption of innocence before investigations are undertaken.

10.2 The member of staff to whom an allegation of bullying has been reported (either witnessed or reported verbally or in writing) should bring the incident to the attention of the Head / deputy head teacher on the day it is received.

10.3 Depending on the time of reporting, the incident should be investigated by the Head / deputy head teacher preferably during that school day or at least by the end of the following school day.

10.4 Initial investigations will be undertaken by the Head / deputy head teacher through discussions with those children involved.

10.5 After investigation the Head / deputy head teacher will inform the parent/s of the alleged victim if there was evidence to warrant further action to be taken. Whatever the outcome, the parent will be reassured that the situation will be monitored by staff.

10.6 If an incident has occurred then the parents of the child who had perpetrated the bullying will be informed of the incident and the sanctions made. Support will be offered to the victim and perpetrator, plus an opportunity for the parents to come into school and discuss the matter further if they wish to do so.

10.7 Following the incident the bully is expected to apologise both verbally and in writing to the victim. If the bully refuses to apologise or it is a second incident then the bully will be removed from the class for a whole day "internal exclusion."

10.8 The Head teacher / deputy head teacher will record the incident and actions taken in a confidential file (Bullying Log) kept in a locked cabinet.

10.9 As an inclusive school we seek to understand why the bully acted in the way that they did. Through pastoral support we work with them to change their behaviour.

10.10 If there is a repeat of bullying behaviour the parents of the child bullying will be asked to come into school and to agree SMART (Specific, Measureable, Achievable, Realistic, Time specific) targets on a pastoral support plan.

10.11 A persistent bully is an individual who repeats this behaviour and shows no remorse. In the view of the staff and the Governors of Irchester Community Primary School, more than two "bullying interviews" with parents would indicate that there has been no change in the bully's behaviour. In this case the Head teacher will inform the parents that their child is in danger of being excluded (fixed term) for their bullying behaviour. The normal exclusion procedures will then be followed.

11 Monitoring and review

11.1 The effectiveness of this policy is monitored on a day-to-day basis by the Head / deputy head teacher, who reports to governors regularly.

11.2 The effectiveness of anti-bullying strategies is reviewed regularly at the anti-bullying ambassadors' regular meetings. 11.3 Governors and the anti-bullying ambassadors will review policy annually.

11.4 The policy will be available on the school web site, or from the school office on request.

The Anti-Bullying policy is reviewed annually alongside the Behaviour Policy