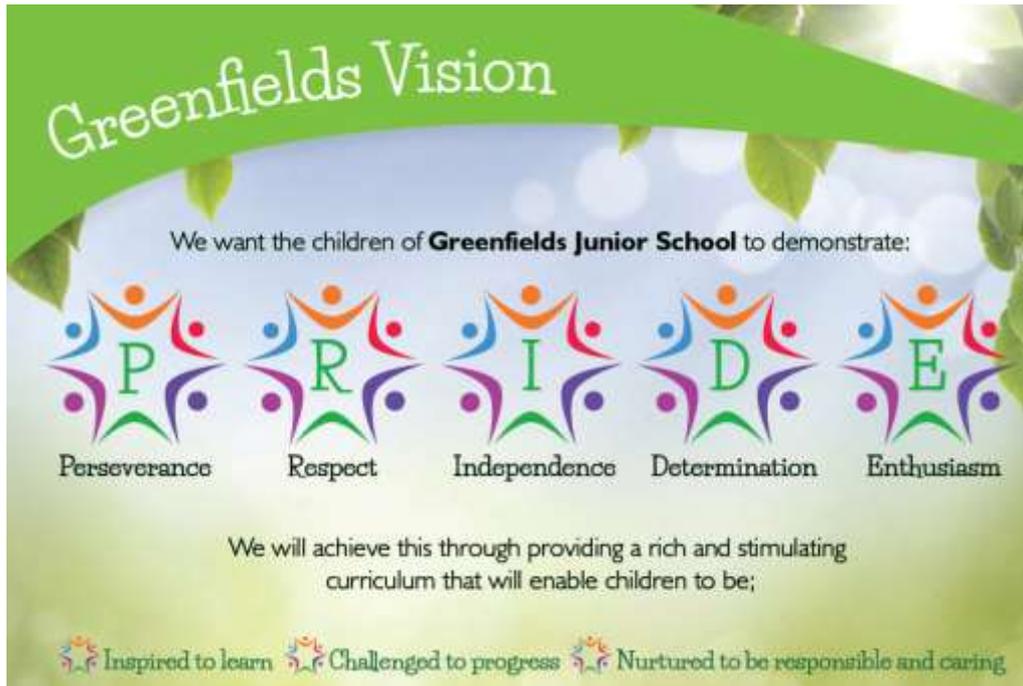


Anti-Bullying Policy

Approved		Responsibility	Resources Committee
Review	3 Years		



This policy is linked to the following:

SMSC, Behaviour, Inclusion/SEN, Equal Opportunities, Teaching and Learning, Race Equality, PSHE, over arching Safeguarding policy, Child Protection

Policy prepared
Policy first approved
Reviewed
Reviewed
Review

October 2007
November 2007
November 2013
March 16
2019

Greenfields Junior School

Anti-Bullying Policy

AIMS

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks, making threats)
- indirect (spreading rumours, excluding someone from social groups)
- cyber-bullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

Bullying can be directed at differences or perceived differences between children such as appearance, race, gender, sexual orientation etc.

Behaviours not deemed to be bullying include:

- Teasing without the intention to hurt
- Falling out between friends after a quarrel or argument
- Activities that all parties have consented to enjoy.

SIGNS OF BULLYING

All staff should watch for **signs of distress by pupils** and are expected to investigate if a child:

- is frightened of walking to or from school
- is unwilling to attend school
- is frequently late for school or their parent has difficulty getting the child to school
- shows a noticeable decline in their attention, attendance or level or progress with all areas of learning
- becomes withdrawn
- begins to have books or clothes destroyed
- becomes distressed
- becomes disruptive or aggressive
- has possessions go missing and money lost
- is frightened to say what is wrong
- regularly reports feeling unwell during the school day (including break and lunchtimes)

In cases where children are: stealing, running away, not eating, self harming, discussing or attempting suicide, advice will be sought from the Headteacher (or Deputy Headteacher in the HT absence) and/or external agencies.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

Our guiding principles in managing bullying are:

Bullying is totally **unacceptable**;

If you are being bullied, **tell someone**;

If you see someone being bullied **tell someone**;

Every reported incident will be investigated;

Everyone involved will be helped

School

THE ROLE OF THE HEADTEACHER

The Headteacher in our school:

- Consistently implements the school's anti-bullying policy and ensures that all staff, both teaching and support staff are aware of the school policy and know how to deal with incidents of bullying.
- Ensures the health, safety and wellbeing of all the children in the school.
- Reports to the Governing Body about the effectiveness of the Anti-bullying policy each year.
- 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 Assembly as a forum in which to discuss the Anti-bullying Policy with other children - why this behaviour was wrong and what happens as a result of such behaviour.
- Ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 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 CLASS TEACHER

Teachers in our school will:

- Address issues in assemblies, class discussion, circle time, role play, reading related stories or drawing and art work.
- Teach about how to deal with different friendship issues and bullying through the PSHE and SEAL programme.
- Effectively supervise all areas of the school during breaktimes to ensure the health and wellbeing of all the children.
- Take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- Keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 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, the teacher informs the child's parents.
- Deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Spend time talking to the child who has bullied explaining why the action of the child was wrong and endeavouring to help the child change their behaviour in future.
- Inform the Headteacher.

- Invite the child's parents 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 Special Needs support, Educational Psychologist and social services.
- Routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Support all children in their class and establish a climate of trust and respect for all.
- Seek the views of the children through Pupil Voice/Conferencing.

By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. The following steps will be taken when dealing with incidents:

RESPONSES TO BULLYING AND SUPPORTING PUPILS

All staff will:

- Respond promptly to any concerns
- Offer the victim immediate support:
- Inform a senior member of staff if the incidents are perceived as bullying, who will give advice and support
- Interview and listen to all those involved including bystanders/witnesses;
- Hear the viewpoint of everyone involved;
- Listen impartially to all opinions:
- Prepare an agreed statement of events with the parties involved
- Make it clear which behaviours are unacceptable and which rights and responsibilities have not been met
- Resolve the conflict; the teacher helps both sides to decide on a fair agreement:
- *Each person says what they would need in order to reach an agreement.*
- *The agreement could be written out and signed by each pupil*
- Record the incident and inform the Headteacher and/or Deputy Headteacher
- Speak with parents of the victim and perpetrator/s in all cases, and parents of witnesses if appropriate
- Administer sanctions in accordance with the school's behaviour policy
- A verbal or written apology will be offered to the victim

Appropriate other consequences may take place dependent on the individual circumstances:

- Whenever possible, the pupils will be reconciled
- Parents will be informed and may be asked to come to a meeting to discuss the problem, initially with the Class teacher.
- In more serious cases the Deputy Headteacher and/or Headteacher will be involved.
- In all cases of alleged bullying, founded or unfounded, the incidents will be recorded by staff in the Teachers Pupils Records folder and will be logged in a central record with the Headteacher, so that any patterns and trends can be identified should the need arise.

Children will always be told to report back to a teacher if there are further problems.

Pupils

At Greenfields Junior school pupils are encouraged by Teachers, adults and their peers to 'tell' i.e. to report bullying to their Teacher or an adult with whom they feel confident.

These signs can often be difficult to detect as the victim may not wish to report incidents to an adult. However, we encourage children to feel comfortable to tell an adult should any incidents arise. If you are at all worried that a child may be a victim of bullying in terms of the above definition it is important to discuss with colleagues and Parents. All incidents of this nature are reported to the Headteacher.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change and be encouraged to behave in a more acceptable way in line with the school's Policy for the Positive Management of Pupil Behaviour
- informing parents or guardians to help change the attitude of the pupil

THE ROLE OF PARENTS

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. We expect parents to inform us of any concerns they have of bullying at the time of the event, or as soon as possible thereafter.

Parents are expected to support any sanctions taken by the school as a result of misbehaviour.

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 the concern remains, they should then contact the the Deputy Head before ultimately contacting the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved, as detailed in the complaints policy

THE ROLE OF GOVERNORS

The Governing Body:

- Supports the Headteacher in all attempts to eliminate bullying from our school.
- As far as possible does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- Monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy annually.
- Requires 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.
- Responds within ten days to any request from a Parent to investigate incidents of bullying.
- Notifies the Headteacher in all cases and asks them to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Curriculum

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, discussion time, assemblies, Anti-Bullying Week focus and subject areas, as appropriate, in an attempt to eradicate such behaviour.

SMSC is important at our school and this aims explicitly to ensure that all children acquire positive social attitudes by teaching them how to relate to and respect each other. This ethos permeates all aspects of school life. Every member of staff has a duty to support and foster this curriculum.

Sanctions

Sanctions will be administered in accordance with the school's Behaviour Policy. If bullying becomes severe and does not stop, the Headteacher may decide upon the ultimate sanction being exclusion.

Monitoring, evaluation and review

A record is kept of all reported or observed bullying in sufficient depth and accuracy to effectively monitor the school's Anti-Bullying policy. This can also enable a common theme to emerge and identify trouble spots in the physical layout and timing of the school day in which specific intervention would be useful. Routines can then be developed to improve matters.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

If parents of those involved are dissatisfied with the outcomes, they have recourse to the governors as per the complaints procedure.