



**Federated Primary Schools
Anti-Bullying Policy**

1. Definition

The Government defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one off incidents can in some cases also be defined as bullying;
- Intentionally harmful behaviour, carried out by an individual or a group; and
- An imbalance of power leaving the person being bullied feeling defenceless.

In our schools our children have agreed that bullying is:

‘When someone keeps doing or saying things to have power over another person.’

Some of the ways they bully other people are by:

calling them names,
saying or writing nasty things about them,
leaving them out of activities,
not talking to them,
threatening them,
making them feel uncomfortable or scared,
taking or damaging their things,
hitting or kicking them,
making them do things they don't want to do.’

Bullying can take a number of different forms:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking, making offensive comments;
- **Emotional** bullying which includes Isolating an individual or spreading rumours about them;
- **“Cyber-bullying”** where technology is used to hurt an individual - for instance, text messaging, posting messages on the internet.

Children who are perceived as different are particularly vulnerable to bullying behaviour, including homophobic and racist remarks or hurtful comments about physical or learning disability or home circumstances, e.g. Domestic Abuse. Other vulnerable children such as those who are Looked After by the local authority, Travellers or Refugees, may also be targeted. There is no hierarchy of bullying – all incidents of bullying, for whatever reason, need to be taken equally seriously and acted upon.

3. Aims and objectives

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety,

We believe that bullying in all its forms is extremely damaging to children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, by educating children in ways that strengthen their resilience, by ensuring that adults and children know that they should report bullying and by taking effective action if bullying is reported.

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.

4. 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, 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 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.

The Governor with special responsibility for Equality monitors the 'Racist and Homophobic' bullying logs termly.

A parent who is dissatisfied with the way the school has dealt with a bullying incident should ask the chair of governors to look into the matter. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body will notify the headteacher, ask him/her to conduct an investigation into the case, and report back to a representative of the governing body.

5. The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, 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, understand why it is wrong and that it is unacceptable behaviour in this school. Awareness raising takes place during assemblies and through the PSHCE curriculum. The school uses a wide variety of resources and materials. The headteacher may decide to use an assembly as the forum in which to discuss bullying issues with the children as they arise.

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. Children are encouraged to share emotions and feelings. They are encouraged to 'take risks' in work and play, within a supportive ethos. Children are consulted regularly about a wide range of school issues and their 'voice' is important. 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 school uses a variety of materials and strategies to promote children's self esteem and problem solving abilities.

The headteacher may use Solution Oriented strategies to support children who are bullied or who are bullying i.e. three 'coaching' sessions. The Headteacher will always 'follow up' incidents to ensure that issues have been dealt with effectively, with a positive and lasting result.

The Headteacher checks the incident books and accident books regularly to identify any on-going issues or emerging patterns.

The Headteacher, as safeguarding lead, also cross – checks the incident logs with safeguarding records.

6. The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, seek to prevent it from taking place and use agreed strategies for dealing with bullies and victims when it does happen.

Teachers keep a record of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, or bullying is reported to them, they will either investigate it themselves or refer it to the headteacher depending on the seriousness of the matter. Teachers and support staff do all they can to support the child who is being bullied. Parents are notified.

The incident logbook is kept in the Headteacher's office (Alvanley), Bursars' office (Manley). Staff should record all serious incidents of bullying that occur both in class or elsewhere in the school and should inform the headteacher and / or the assistant head. We also record incidents that occur near the school, or on the children's way between school and home.

Incidents of racist, homophobic or cyber-bullying are recorded on the appropriate sheet after a record has been made in the incident book. **Staff must sign and date the record.**

When bullying is witnessed or reported the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and the child is encouraged to change his/her behaviour in future. The headteacher and the special needs coordinator must be informed. The child's parents will be invited into the school to discuss the situation and will be advised as to appropriate ways of dealing with this at home. 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, the education welfare officer or the behaviour improvement consultant. Support may also be sought from the school's Family support worker.

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

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.

6 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 the bullying continues or recurs they should notify the classteacher. If parents are not satisfied with the response or if they feel the matter is more serious, they should contact the headteacher. If matters cannot be resolved they should follow the school's complaints procedure, as detailed in the school Prospectus and on the school website.

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

7 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 encouraged to be 'rescuers' not to silently stand by. Pupils are encouraged to tell an adult if another child is being bullied. Pupils are encouraged to look after younger children and new children.

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

Our School Council has developed its own anti-bullying code. School Councillors may be approached for support with issues of bullying. They are regularly consulted about playground / school ethos.

Pupils in Year 6 may apply to train as active play leaders. Appropriate behaviour is part of their training. This role encourages positive leadership traits. It contributes to our 'Family approach'.

Pupils in Year 6 act as 'buddies' to the new reception pupils, helping them to settle in, accompanying them to the playground etc.

In serious cases pupils may be asked to volunteer as peer mentors and will be trained in this role.

8 Monitoring and review

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.

Governors shall review the effectiveness of the policy annually, by examining the school's anti-bullying logbook and by discussion with the headteacher. Governors shall analyse information for patterns of people, places or groups. They shall look out for bullying referring to gender, race, disabilities, special educational needs or sexual orientation.

This policy will be reviewed annually.

Signed:

Date: June 2014

Date Authored	May 2014
Date Ratified By Governors	June 2014
Date for Review	Autumn Term 2017

Appendix 1

Record of Bullying

Date:

Name of Child:

DOB:

M / F

SEN Y / N

Description of events:

Discussed with: (include teachers, assistants, parents, outside agencies)	
Name	Date

Action taken:

Further action required	Yes / No
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If yes, please list actions to be taken:

Report completed by _____

Appendix 2 Information for Parents

Anti Bullying Policy and Procedures

At Alvanley and Manley Federated Schools we believe that all children have the right to be healthy, safe, valued and respected. We do not tolerate bullying in any form and we work hard to promote an ethos where bullying is unlikely to occur. We have agreed a definition of bullying with our pupils and we teach them strategies through the curriculum for overcoming difficulties, settling conflict and developing good friendships.

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If you think your child is being bullied please follow these procedures:

1. Reassure your child that it is not his / her fault. Praise him / her for telling you.
2. Tell him / her to tell the class teacher or come in, write a note or phone school yourself. If you feel it is a more serious case make an appointment to talk to the headteacher or assistant head.
3. If the bullying continues or recurs, let the teacher / headteacher know. We will ensure effective action is taken.

4. If you are not satisfied with the response you should follow the school complaints procedure as detailed in the school brochure. You may wish to discuss the response with the Chair of Governors.

If a case of bullying is reported to us we will:

1. Take action to ensure the bullying stops and monitor the situation until confident that the bullying has stopped.
2. Record the incident in our log book.
3. Work with the children concerned to promote safe, healthy behaviour.
4. Notify the parents of both parties.

If your child is behaving in a bullying manner:

1. Do not panic – children need to learn appropriate behaviour for dealing with conflict. We do not label children ‘bullies’ – they may live up to labels.
2. Talk to your child’s class teacher, the assistant head or the headteacher.
3. Support the school in agreed strategies for dealing with the issue.