



Anti-Bullying Policy

Introduction

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

Bullying generally refers to more than one incident, as opposed to a single isolated incident, that is repeated over a period of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which produces a safe and secure environment where all can learn without anxiety and bullying is regarded as unacceptable.

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.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Child on child abuse

We recognise that children are capable of abusing other children. This can happen both in and out of school and online. A child may not find it easy to report child on child abuse and we recognise that they may show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place, but not being reported. We understand that the pupil who is perpetrating the abuser may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school

- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

The role of governors

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 allow bullying to take place in our school, and should any incidents of bullying occur, they are taken very seriously and dealt with appropriately.

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 any incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Any incidents are initially shared within the regular meetings between the head teacher and Chair of Governors.

If a parent wishes to take any matter further they should follow the complaints procedure for The Blue Kite Trust, entering at the appropriate stage above that to which they have reached so far.

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 deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Behaviour Policy is reviewed annually and anti bullying is part of this review.

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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and any appropriate sanctions. Good behaviour is celebrated every week in Sharing Assembly.

The headteacher sets the school climate of mutual support and respect and praise for success, so making bullying less likely. He also actively follows through any aspects of unwanted or anti social behaviour. The headteacher gives this very high profile to the children and the staff so they all know any problem will be followed through and dealt with. 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 Year 6 Peer Mediators, School Councillors, Play Leaders & House Captains also actively support the school's behaviour and anti-bullying policies.

The role of the teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

At the start of every term the children draw up a set of class Golden rules. If the children keep to these rules they are rewarded with additional playtime, Golden time or other rewards negotiated between the class and Teacher. Circle time is also a weekly activity the teachers use to reinforce expected levels of behaviour and deal with any incidents they or the children are concerned about. We actively promote positive behaviour and try to minimise negative or unwanted behaviour.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and both punishment and support for the child who has carried out the bullying. We spend time with 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 repeatedly involved in bullying other children, we will inform the headteacher. We will then invite the child's parents into the school to discuss the situation. In some cases we may set up a behaviour book to go between home and school. We may set up a reward chart and have an agreed rewards system at school and also at home. At all times we aim to keep the parents aware and involved. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as Lighthouse, the Blue Kite Trust's Early Intervention Service.

Teachers and T.A.'s routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Regular meetings with the Senior Leadership Team and T.A.'s ensure effective and swift communications and actions are taken.

All MDSA staff are also T.A.'s and so help to ensure a consistent approach is being implemented by all staff both within and outside the classroom.

Regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents are reported to the safeguarding team.

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. Anti-Bullying Week is recognised annually and additional activities, above and beyond those covered in the PSHE Curriculum, are followed during this week.

The role of the children

At the start of every term in assembly and in the classroom the children are reminded of the school rules and the reasons for them. Each class draws up their class Golden rules, for the term and these are displayed and referred to through out the term. If the children keep to these rules they are rewarded. Expectation of behaviour is clearly defined to the children by the head teacher and all staff so the children have no doubt as to what is expected and why.

The children are actively involved in this process by attending such assemblies. drawing up the Golden rules, nominating children to go in the Golden book, being part of the School Council, Year 6 children all receive Peer mediation training and a selected group become Peer Mediators. Their role in relation to bullying is clearly defined; we expect all our children to act, to inform the nearest adult if they see another child physically or verbally hurting another child. We expect them to take an active part in the process. Bullying cannot occur in our school if they play their part in the process.

There are reminders around school of other agencies that can support if they are worried about child on child abuse such as posters advertising helplines eg Childline.

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.

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.

Monitoring and review

The implementation of this policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on an annual basis and to the Chair of Governors where incidents of serious bullying is confirmed which require Governor involvement.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this through Governor Committee reports from the Headteacher or members of the Senior Leadership Team.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)

0300 0115 142

KIDSCAPE Parents Helpline

020 7823 5430

(Mon-Tues, 9.30-2.30)

Family Lives

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk

NSPCC

www.nspcc.org.uk

Childline

www.childline.org.uk

Visit the Kidscape website

www.kidscape.org.uk

for further support, links and advice.