





Anti-Bullying Policy

	Name	Date	Signature
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09/23	p.5 Fixed term suspension and permanent exclusion from school, if required

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Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. This can be one off and/or ongoing. Bullying includes behaviours that are of sexual harassment nature as well between pupils. Bullying can also readily happen online and through social media.

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 bullying is regarded as unacceptable.

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

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.

School Ethos and Assembly

Every half term the Head Teacher hosts an assembly about the school approach and also the key messages (see below). In November the school carries out the pupil Anti-Bullying surveys which are reviewed by the school's governing body. The governors then follow up on any concerns raised.

There is a yearly 'Anti-Bullying Week' and here we focus on the key message of, 'TELL TELL TELL.' The assembly for this week is led by the Head Teacher.

The ethos of telling someone runs through the school. The Listening Ear system again enables the children a confidential avenue to 'TELL.'

The school philosophy: What is bullying? 'When someone is unkind to someone even when they know the person is not going along with.' 'When a joke is no longer a joke – it is bullying.'

School Council

School use the month of November to review the way anti-bullying can be profiled even more and how bullying behaviour can be eradicated in school. The school council have an opportunity to feed their thoughts into the school's policy by way of meeting with the school's governing body.

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What happens when someone is bullied?

All reported incidents should be taken seriously and investigated. The member of staff to whom the incident is first reported or who witnesses the incident should act in accordance with the school Anti-Bullying Policy.

Action taken following a report of a bullying incident will depend on the following factors:

- The age of those involved;
- Persistence or repetition of the incident;
- The level of premeditation or calculation;
- The number of individuals involved;
- Knowledge of the individuals involved;
- The level of distress caused;
- The location and time of the incident.

Once a report of an incident has been made in a school, staff are expected to follow-up with the pupils involved to ensure the bullying has stopped and the person who was bullied is satisfied with the outcome. Pupils (including those not directly involved) should be encouraged to report on any repercussions from, or continuation of the bullying.

All staff should be familiar with their school Anti-Bullying Policy. In all cases incidents should be reported to the Anti-Bullying Co-ordinator, Mr De Freitas and the DSL though other staff may lead investigations depending on school policy. If an incident occurs which gives particular cause for concern, staff are encouraged to consult relevant members of staff in the Department for Education and Children's Services.

All reported incidents must be investigated thoroughly. Delays in dealing with an incident should only occur when it is reported at the end of a school day. Normally, the maximum time to carry out a full investigation would be three working days.

If a delay is unavoidable and the incident involves a child or young person, a telephone call should be made to the child's home, advising that the matter is under investigation and that the school will also be contacting the parents or carers of those involved. In the event of a letter being sent out, an exemplar is attached in Appendix 1. In order to support the investigation and recording of an incident, a checklist is provided in Appendix 2. Staff may find the guidance contained in Appendix 3 and 4 useful as a quick reference. Particular points for the attention of senior management are included as Appendix 5.

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures may be taken:

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- Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances;
- Explain to perpetrators that their actions have an effect and ask them to consider the results of action taken;
- Explain that the incident will be recorded;
- Involve other members of staff who work with the perpetrator(s) and victim(s);
- Interview the parents;
- Inform parents of the incident and any action taken, seeking their support;
- In extreme circumstances, such as physical attacks or ongoing harassment which is continuing outside the school gates, consideration may be given to notifying the police.

In all cases, the staff involved should take preventative measures to ensure that similar incidents do not occur.

Perpetrators

Consideration should be given to both the discipline and support given to the perpetrator(s). As many young people who exhibit bullying behaviour are themselves unhappy or troubled, disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour, rather than label anyone as a bully.

These may include:

1. Positive behaviour strategies with agreed individual goals to be attained;
2. Referrals of perpetrator(s) to the school liaison group;
3. Involvement of parents, other agencies and services such as educational psychologists and family support services;
4. Setting up social skills groups/ peer mediation;
5. Establishing mentoring or 'buddying' systems for perpetrator(s) as well as for victim(s);
6. Daily conduct sheets;
7. Withdrawal of privileges;
8. Fixed term suspension and permanent exclusion from school, if required;
9. Class, group or individual discussion with staff about the effects of bullying.

Victims

Support for the victim is essential immediately following the incident. Support from peers, parents, staff and outside agencies can play a vital role in ensuring the victim does not suffer any long term damage.

Staff should endeavor to meet with both perpetrator(s) and victim(s) to assess the situation and the relationship between those involved. The manner, in which this takes place, will depend on the nature of the incident and age of those involved.

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Recording Incidents

In order to ensure consistency in monitoring and recording, we record individual incidents.

Staff should be aware that there is no expectation that every isolated incident of inappropriate behaviour will be recorded as bullying. Professional judgement must be used to decide on the appropriate response to an incident. However, if it is felt that an incident of bullying has taken place, then it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to their feelings of safety, self-esteem and value within the community. If, on initial investigation, the accusation of bullying appears to be confirmed, the incident must be recorded. Staff must be sensitive to the feelings and perceptions of children and young people and their parents and carers.

Incidents must always be recorded when any of the following factors are present:

- Bullying behaviour is repeated;
- The behaviour is premeditated or calculated;
- The safety of the victim(s) has been threatened;
- There is a clear intent to bully.

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.

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 to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the Head Teacher 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 Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws 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.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher 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.

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The role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They refer any incidents of bullying that may happen in their class and that they are aware of in the school to the Head Teacher.

If teachers witness an act of bullying, they 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 Head Teacher, the teacher informs the child's parents.

We keep an anti-bullying logbook in the Head Teacher's office where we record all incidents of bullying that occur in and out of lesson time, near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should report the event to the Head Teacher.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately and report it to the Head Teacher. This may involve counselling and support for the victim of the bullying, and punishment 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 repeatedly involved in bullying other children, we inform the Head Teacher and the special needs co-ordinator. We then 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 Head Teacher may contact external support agencies such as the social services.

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. Each year the whole school marks anti-bullying week and this is a focus for PSHE and Citizenship lessons, circle time, school council and our assembly theme. Questionnaires are distributed and members of the Governing body evaluate the responses.

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

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, by analysing the responses to the questionnaires and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

"Our school has due regard to eliminate discrimination, advance equality of opportunity and foster good relations between all parties."

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Appendix 1

Exemplar letter to notify parents or carers of a bullying incident

Dear (Parent/Carer Name)

Re: Allegation of Bullying

(Name) has reported on (date) that (he/she) has been subjected to a bullying incident. You can be assured that the school does not tolerate any form of bullying and this allegation is being investigated thoroughly. You will receive further information within three working days.

If at a later date you become aware of any incidents of this nature, we ask you to alert the school in order that further action may be taken.

Please confirm you have received this letter by returning the tear off slip at the bottom.

Thank you for your assistance.

Yours sincerely

(Name)

Headteacher

I acknowledge receipt of this letter.

Name.....Signature

ChildClass

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Appendix 2

Check list for investigating a bullying incident:

- Who was involved-is there or are there apparent victims? If so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to the incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s), if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

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Appendix 3

Check list for dealing with a bullying incident:

- Who was involved? Is there or are there apparent victims? If so, who?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When and where did the incident take place?
- Who witnessed the incident (pupils, parents, staff or others)?
- Who reported it to whom and when?
- Is there any background to the incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s), if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- Has the incident been recorded in Phoenix Incident Manager?

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Appendix 4

Some do's and don'ts on dealing with incidents

The following list may support staff in dealing with incidents of bullying:

Do	Don't
Do establish a whole school/centre policy, which encompasses short and long term strategies to deal with bullying.	Don't say there is no bullying in your establishment.
Do assume bullying does take place.	Don't say 'Go away, I'm too busy just now'.
Do take complaints and concerns seriously.	Don't make assumptions based on previous incidents or misbehaviour.
Do investigate immediately when the complaint is received from a pupil, parent or other person.	
Do show fairness, consistency and impartiality to all parties concerned during the investigation.	
Do respect confidentiality and limit knowledge of the incident to those directly involved with it and in dealing with any necessary action, which follows.	
Do ensure that all incidents are recorded and passed to SLT.	
Do ensure that provision is made for positive discipline in the school and that bullying is understood by all not to be tolerated.	

Notes for members of Senior Leadership Team (SLT)

- SLT are responsible for ensuring that a school policy regarding anti-bullying is in place and that all staff follow it appropriately. Pupils, parents and carers should also be familiar with the school's approach to bullying. It is very important that they feel confident that the school takes bullying seriously and responds appropriately.
- It is the responsibility of the SLT to follow up on incidents where appropriate and ensure incidents have been successfully and appropriately dealt with and are not continuing.
- SLT should ensure that all incidents are monitored and resolved. This should all be collated and reviewed within the school on a regular basis.

Appendix 6

S
Stay Safe
Don't give out your personal information to people / places you don't know.

M
Don't Meet Up
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

A
Accepting Files
Accepting emails, files, pictures or texts from people you don't know can cause problems.

R
Reliable?
Check information before you believe it. Is the person or website telling the truth?

T
Tell Someone
Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

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