Reviewed: 10/11/2020
By: T & L Committee

Newton Poppleford Primary School

Anti-bullying Policy

1 Introduction

1.1 Definition

When a person or a group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

It could be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people/us feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

2 Aims and objectives

2.1 Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

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

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each persons responsibilities with regard to the eradication of bullying in our school.

3 The role of pupils

Pupils are encouraged through the curriculum to have an understanding that bullying is unacceptable and are given effective strategies to deal with instances of bullying which may occur.

All pupils will be encouraged to report bullying by;

- Talking to a member of staff of their choice
- Putting a note in the 'concerns' box located in every classroom
- Talking to one of the anti-bullying ambassadors

4 The role of the teacher

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

4.2 If teachers witness an act of bullying, they do all they can to support the individual 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. In the case of serious incidents parents will be informed immediately.

4.3 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 punishment for the individual who has carried out the bullying. We spend time talking to the individual who has bullied: we explain why the action of the individual was wrong, and we endeavour to help the individual change their behaviour in future. Part of the school curriculum is to follow the SEAL (Social and Emotional Aspects of Learning) programme to give children the necessary skills to deal with bullying. If a child is repeatedly

involved in bullying other children, we inform the headteacher and if necessary, 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 headteacher may contact external support agencies.

4.4 Staff ensure they regularly check 'concerns' boxes in their classroom

4.4 Staff take part in training, which enables them to deal with incidents of bullying and behaviour management.

4.5 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 individuals, and through the promotion of positive behaviour in the curriculum, SEAL and the use of anti bullying week, we aim to prevent incidents of bullying.

5 The role of the headteacher

5.1 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly.through the headteacher's report.

5.2 The headteacher ensures that all individuals know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of individuals to this fact at suitable moments. The headteacher may use assemblies as a forum to discuss behaviour.

5.3 The headteacher ensures that all staff have had sufficient training to be equipped to deal with all incidents of bullying.

5.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When individuals feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The role of governors

6.1 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 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.

6.2 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 termly about the effectiveness of school anti-bullying strategies.

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

7 The Role of parents

7.1 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 or use the concern box in the classroom or the teachers contact trays located by the school office.

7.2 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.

8. Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take:

- Interviewing all parties.
- Informing parents (of both parties).as soon as possible of serious incidents (these would include physical violence, racial abuse and other incidents covered in stage 3 of the Positive Behaviour Policy)
- A range of responses appropriate to the situation : - circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate

- Referral to the Positive Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- All incidents recording on cpoms

8.1 Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and these are kept on cpoms

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The headteacher or class teacher will follow up incidents after completion to ensure that parents and child are now satisfied.

This information will be presented to the Teaching & Learning Committee termly.

8 Monitoring and review

8.1 This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy through the headteacher's report.

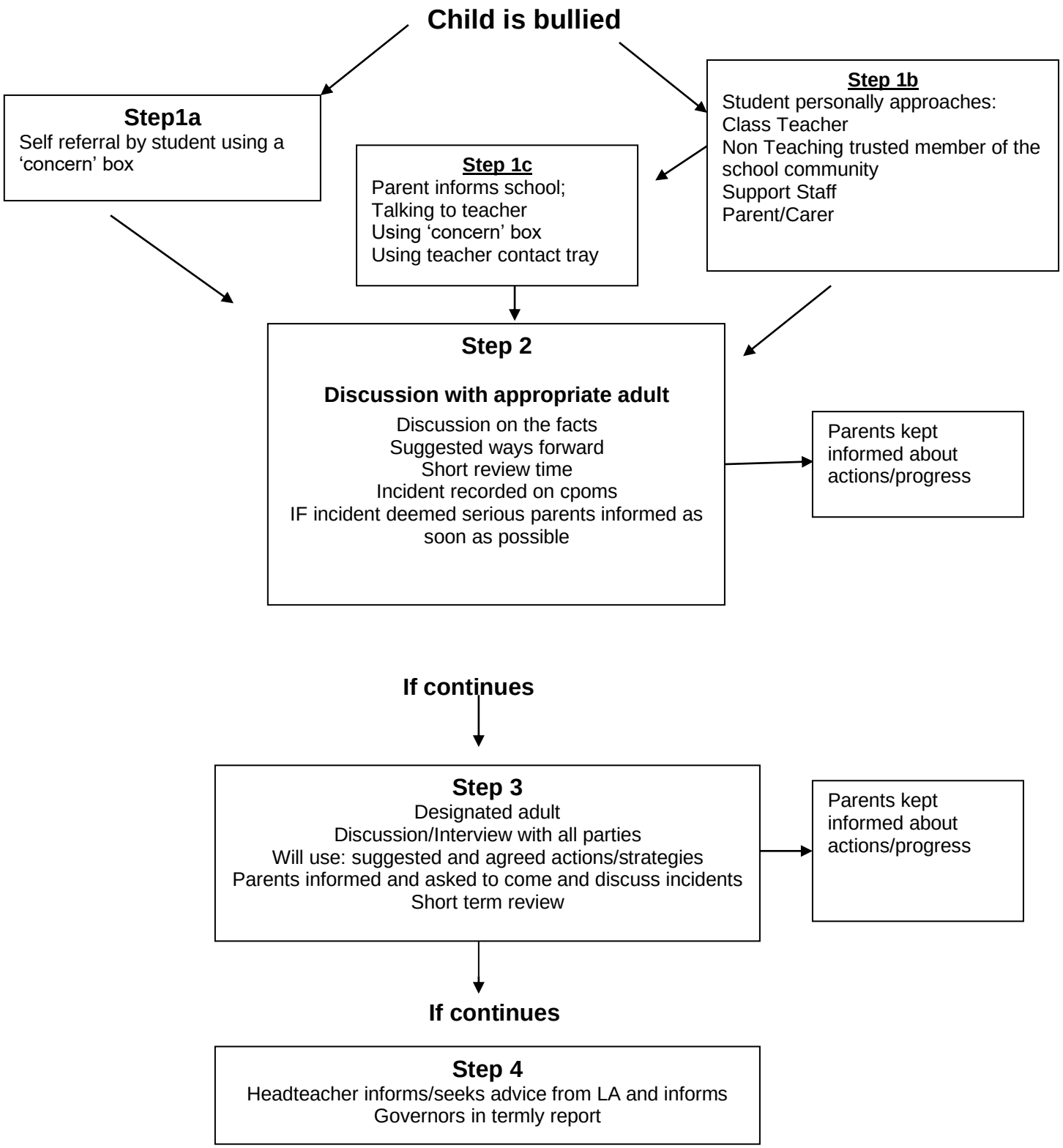
8.2 This anti-bullying policy is the governors' responsibility and they review the policy annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all individuals involved in bullying incidents**.**

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Appendices

Appendix 1

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING



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Signed _____
Headteacher