

Blackwood Primary School



Anti-Bullying Policy

Schedule for development, monitoring and review

This policy was agreed by and adopted by the Governing Body:	
This policy was last reviewed:	November 2018
This policy is due to be reviewed:	November 2021
Chair of Governors' signature:	
Headteacher signature:	

Anti-Bullying Policy

Mission Statement

United we empower, nurture and challenge.

Introduction

The school will provide a secure, caring community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and cooperation underpinned by the school's monthly values. We intend the school to be a happy and enjoyable place to work, which will provide the opportunity for every child and adult to fulfil their potential in an attractive, well resourced and stimulating environment. We will encourage children to become confident, independent learners who are able to contribute positively to the school and the community in which they live so they can take their full place in society secure as individuals, whilst able to respect the needs and values of others.

Our Definition of Bullying

Bullying involves dominance of one person by another, or a group of others, is premeditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours,
- Cyber Bullying- sending malicious emails, text messages or posting photographs without permission on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Aims and Objectives

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. 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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- Teachers keep their own records of all significant incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff 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 or carers.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and, in some cases, the special needs co-ordinator (SENCO). We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as social services.

- 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 and other members of staff are particularly aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobiles phones or the Internet, and to educate pupils about the proper use of modern technologies.
- 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 and empathise with 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.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying policy and related strategies, and 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, 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 an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

- The headteacher ensures that all staff, including lunchtime supervisors, the caretaker and cleaning 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, thereby 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 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 role of parents and carers

Parents and carers 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 they are not satisfied with the outcome of this, they should contact the headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure, as detailed in the school Prospectus.
- Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils have many roles in maintaining an environment they feel safe and secure in.

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to report it.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Pupils have developed an Anti Bullying Crew (ABC) and they have an important role in monitoring the effectiveness of our policy,

thinking of initiatives to prevent bullying and communicating their views to school staff.

- Alongside teachers, the Anti Bullying Crew are involved in educating children about what bullying is, the signs to look out for and who to report it to.

Monitoring and review

This policy is monitored on a regular basis by the headteacher, who reports to governors on request about the effectiveness of the policy. Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.

This policy will be reviewed every three years or sooner if necessary.