

ANTI-BULLYING POLICY

1 Introduction

- 1.1 This policy follows the requirements of the government document “*Safe to Learn – Embedding anti-bullying work in schools*” also Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015.
- 1.2 Bullying is action taken by one or more children, parents, carers and/or adoptive parents, with the deliberate intention of hurting a child, either physically or emotionally. This includes racial, religious, cultural, sexual, sexist, gender, homophobic, special educational needs & disability, and cyber bullying (social websites, mobile phones, text messages, photographs and email). Please see our E-Safety/Safe Internet Usage Policy.

2 Aims and Objectives

- 2.1 Bullying is wrong and damages individual children psychologically. 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 children 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 person’s responsibilities with regard to the eradication of bullying in the school.

3 The Role of the Headmistress

- 3.1 It is the responsibility of the Headmistress 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.
- 3.2 The Headmistress ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headmistress draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmistress 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.
- 3.3 The Headmistress ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 3.4 The Headmistress 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.

4 The Role of the Teacher

- 4.1** Teachers and all staff in the 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. This is reported to the Headmistress and an Incident Report Form is made out. This is kept by the Headmistress and the situation is investigated and monitored. Parents may be involved at this stage.
- 4.2** If teachers witness an act of bullying they will 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 Headmistress, the teacher will inform the child's parents.
- 4.3** An incident logbook is kept in the Headmistress's office where we record all incidents of bullying that occur, e.g. either in or near the school, or on the children's way to and from school, to enable patterns to be identified. If any adult witnesses an act of bullying, they should record the event in the logbook.
- 4.4** 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 and support for the child, who has carried out the bullying, e.g. separating children at playtime and in class, monitoring behaviour of children involved by both teachers and support staff in the classroom, at playtimes and dinner times. 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 Headmistress 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 Headmistress may contact external support agencies such as the Social Services.
- 4.5** Teachers routinely attend training which enables them to become equipped to deal with incidents of bullying and behaviour management and to take action to reduce the risk of bullying at times and in places where it is most likely. During Inset Training 'bullying' is discussed.
- 4.6** Teachers endeavour to support all children in their class to establish a climate of trust and respect for all. The subject is included in Personal, Social & Health Education (PSHE) lessons, Assemblies, projects, stories, etc. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5 The Role of Parents

- 5.1** 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.
- 5.2** 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.

6 Monitoring and Review

6.1 This policy is monitored on a day-to-day basis by the Headmistress.

Signed:

**Mrs S.M.G. Fletcher
Headmistress**

Dated: September 2015

Review: September 2017