



## 1. Agreed definitions of bullying

Bullying is a relationship in which one part establishes power over another. Bullying is the verbal, physical and/or emotional abuse of one party by another. It is persistent. It may be a relationship in which the victim colludes with the bully in allowing the situation to exist.

A bully may manipulate others into bullying for him/her. There may be children who become victims because of a need to draw attention to themselves.

## 2 Aims and objectives

2.1 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.

2.2 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.

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 our school.

## 3 The role of governors

3.1 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.

## 4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and nonteaching) 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.

4.2 All staff are expected to ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The teachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the teacher may decide to use an assembly or circle time as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil facing a consequence.

4.3 The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 All staff, led by the headteacher, are expected to set 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.

## 5 The school's response to bullying

5.1 There should be a consistent approach towards bullying

5.2 There will be active supervision of the children to ensure that intervention prevents incidents of bullying.

Children will be involved with rule setting and consequences. Children will be actively encouraged to share bullying concerns with adults in school, or with other children who will tell the staff.

6.3 Say, "No I don't like what you are doing, please stop, I shall tell a grown up" and walk away and seek adult support.. Understand that the bully has a problem and not the child who is the victim. Treat each other with respect learnt through role modelling.

Speak assertively through rehearsing phrases and appropriate actions in role-play or in supported situations when incidents-occur.

Tell an adult.

5.4 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. The Key Stage Team leader will be notified by the teacher. If a child is repeatedly involved in bullying other children, we inform the headteacher or deputy head and the special needs coordinator. Support is also available from our Nurture Group staff who can give practical help and advice. 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, such as the social services.

5.5 All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 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 PSHE curriculum, to help pupils understand the feelings of bullied children and how to get support from adults and friends in school. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Our Nurture Group also works on raising self-esteem and heightening awareness of the feelings of others.

Staff must listen and take action when incidents are reported:

Eliminate any audience.

Investigate fully and listen to both sides.

Allow time to calm down.

Ask each child how they feel

Agree consequences where necessary.

Report to the head teacher and class teacher.

## 6 The role of parents

6.1 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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, available from the school office.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of our school community.

## 7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through our School Council meetings and other appropriate situations.

## 8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the headteacher. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed in 3 years, or earlier if necessary

Review 2013

IWO