



ANTI-BULLYING AND HARASSMENT POLICY

November 2014

**To be reviewed Autumn 2017
(in conjunction with Behaviour Policy)**

1. INTRODUCTION

1.1 A fundamental part of our anti-bullying policy is to create a climate where everyone is valued, and where they will be supported if they need help or forgiven if they have done something wrong. Bullying in any form, by anyone, will not be tolerated at Compton and Up Marden CE Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying, without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies. At Compton and Up Marden CE School there is a fair system of rewards and sanctions (refer to behaviour policy). This is used consistently throughout the school. The emphasis is always on positive reinforcement of good behaviour. We regard bullying as being very serious and we always take firm action against it. We also encourage both adults and children to work against it and to report any incidents of bullying.

2. WE CHALLENGE BULLYING BEHAVIOUR IN OUR SCHOOL BECAUSE:

- 2.1 We want everyone to be safe and happy
- 2.2 We believe that educational, physical, social and moral development can be affected by bullying
- 2.3 We want to provide a model for helpful behaviour - inaction can be seen as condoning unacceptable behaviour
- 2.4 Our core values include showing respect and valuing everyone

3. WHAT IS BULLYING?

- 3.1 It is deliberately hurtful behaviour, which is not always explicit
- 3.2 It is repeated over a period of time
- 3.3 It is where a person is put into a situation in which they find it difficult to defend themselves
- 3.4 The bully has, and exercises power over the victim
- 3.5 Bullying is not simply two children falling out with each other

4. BULLYING CAN TAKE DIFFERENT FORMS:

- 4.1 Verbal bullying – repeated name calling, use of threatening, racist or provocative language
- 4.2 Psychological bullying – repeatedly excluding an individual from group play, spreading rumours or refusing to talk to / acknowledge another child
- 4.3 Physical bullying – repeatedly hitting, kicking, grabbing another child; taking or hiding another's property
- 4.4 E-bullying – inappropriate messaging using a mobile phone, e-mail or social networking eg MSN

5. THE FOLLOWING ACTS CAN BE CONSIDERED TO BE BULLYING BEHAVIOUR:

- 5.1 Name calling
- 5.2 Malicious gossip
- 5.3 Damaging or stealing property
- 5.4 Coercing others into acts they do not wish to do
- 5.5 Violence and assault

6. WHAT SIGNS ARE THERE THAT SOMEBODY IS BEING BULLIED?

- 6.1 Withdrawn
- 6.2 Deterioration of work
- 6.3 Spurious illness
- 6.4 Isolation
- 6.5 Desire to remain with adults
- 6.6 Erratic attendance
- 6.7 General unhappiness / anxiety / fear
- 6.8 Late arrivals
- 6.9 Bed wetting and other signs noted
- 6.10 Behavioural problems, including being the bully

7. WE HAVE A POSITIVE APPROACH TO PROMOTE 'GOOD FRIENDS'

- 7.1 Provide a good role model - show care, politeness, respect and honesty
- 7.2 Teach and promote care, respect and responsibility
- 7.3 Discuss supportive relationships
- 7.4 Promote self-esteem, security, identity, belonging, purpose and competence
- 7.5 Help children to develop positive strategies and assertiveness
- 7.6 Refer to caring and kindness lottery to raise awareness of how good it feels to care for others and how good it feels to be cared about
- 7.7 Reward positive behaviour
- 7.8 Explore feelings through role play and viewing bullying situations from both sides
- 7.9 Allow children to hear what other people feel and experience (e.g., "circle time")
- 7.10 Discuss friendships - who are our friends and why do we choose them?

- 7.11 Encourage children to recognise their own qualities and help them identify good qualities in others
- 7.12 Teach children to listen, and in turn, listen to them attentively
- 7.13 Help children to be patient and to be reflective
- 7.14 Encourage children to look after their own property and to respect property of others
- 7.15 Help children to give and receive praise
- 7.16 Teach children to be helpful
- 7.17 Encourage peer support for all pupils
- 7.18 Identify children for mentoring groups
- 7.19 Hold assemblies with Personal and Social Education focus
- 7.20 Facilitate timetabled PSCHE / PSED lessons
- 7.21 Encourage pupils to seek support from adults in school

8. KEY ROLES FOR TACKLING BULLYING:

8.1 The role of governors

8.1.1 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.

8.1.2 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.

8.1.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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.

8.2 The role of the headteacher

8.2.1 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 identify and deal with incidents of bullying. The Rewards and Sanctions for cases of bullying are the same as for any incident (see behaviour policy). The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

8.2.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher may use an assembly to discuss issues and to explain what sanctions will be used.

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

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

8.3 The role of the teacher and support staff

8.3.1 All staff take all forms of bullying seriously, and seek to prevent it from taking place. If an incident occurs the class teacher, or line manager, will be informed and will keep a record of an incident. These incidents are reported to the Headteacher. Frequencies of incidences can then be tracked and monitored.

8.3.2 Teachers and support staff do all they can to support the person who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher/headteacher informs the child's parents.

8.3.3 When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve a teacher, lunchtime assistant or teaching assistant offering support for the victim of 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 teacher seeks to find out from the child who has bullied why the bullying occurred and also to help the child to accept responsibilities for their actions. They will also be expected to apologise and make amends for their actions. The class teacher may need to inform both sets of parents about the incident and will record incidences and action taken on the 'pupil welfare' log. If a child is repeatedly involved in bullying the same or other children, the headteacher may need to ask the parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher with the Special Needs co-ordinator, who may also need to be involved, seek support or advice from Outside Agencies.

8.3.4 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use PSHCE, circle time, drama, role-play, stories etc., within the formal curriculum, to help pupils understand 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.

8.3.5 In the case of an adult experiencing bullying in the work place the issue should be immediately reported to the Headteacher or Chair of Governors.

9. The role of parents

9.1 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, as detailed in the school Prospectus. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

10. The role of pupils

10.1 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. Pupils are invited to tell us their views about a range of school issues, including bullying. This may be done in public or in private through communication by means of "A Worry Box" or through the regular class meetings with School Council members.

Signed Kim Dinham-Peren
27th November 2014