



Federation anti-bullying policy - October 2016

Introduction

Bullying is any action taken by one or more children with the deliberate intention of hurting, threatening, upsetting or frightening another child, either physically or emotionally. We include the issue of cyber bullying in this definition. Bullying is sustained and targeted behaviour...

STOP: Several Times On Purpose.

Aims and objectives

At Bude Junior School we believe bullying is wrong and may potentially damage individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

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

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.

Bude Junior School views bullying seriously. Our principal aim is to foster an atmosphere where bullying is actively discouraged and is seen to be inappropriate and wrong.

Where incidents of bullying occur pupils and parents are encouraged to report incidents. All reports will be followed up and the school undertakes to:

- Operate a **reporting** and **recording** procedure
- Deal with **all reports speedily, fairly and positively**
- Take account of the **evidence** and **all views**
- Provide **anonymity for the victim** whenever possible
- Offer **advice** and **support** to the **victim**
- Offer **advice** and **support** to the **person responsible**
- Ensure that all involved are **kept informed**
- Operate a **system of sanctions or punishments**, which will reflect the seriousness of the offence.
- Communication between all involved parties will be the key to the success of this policy.

Children are not expected to tolerate bullying or to suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and have confidence. Early intervention is important if behaviour is to be changed.

BULLYING, IN WHATEVER FORM IT TAKES, IS TOTALLY UNACCEPTABLE AND WILL NOT BE TOLERATED AT BUDE JUNIOR SCHOOL.

The Role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body strives to prevent bullying taking place, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher 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 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 head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the head teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The head teacher ensures that all staff receive sufficient training and support to be equipped to deal with all incidents of bullying.

The head teacher 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. Any incidents of bullying are classified into types, e.g. racial, homophobic, general or other and then recorded in our Child Protection file.

The Role of the Teacher

Teachers in our 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. Any such incidents are recorded in our Child Protection file, which is kept in the head teacher's office.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the head teacher, the child's parents are informed.

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 child who has carried out the bullying. 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 head teacher and the special needs co-ordinator. The child's parents are then invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as Social Services, and take measures to exclude the perpetrator.

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 children, we aim to prevent incidents of bullying.

The Role of Support Staff and Lunchtime Supervisors (LSs)

Support staff and LSs in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen when on playground duty. Any such incidents are recorded in our Child Protection file.

If a child is repeatedly involved in bullying other children, we inform the class teacher, the head teacher and the SENDCo. Incidents are recorded in the Child Protection file.

Support staff and LSs attend training, which enables them to become more equipped to deal with incidents of bullying and behaviour management.

Support staff and LSs attempt to support all children in their class and to establish a climate of trust and respect for all. By modelling positive behaviours, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of the Curriculum

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach pupils how to co-operate and constructively manage their relationships with others in PSHE and curriculum activities.
- Teach assertiveness skills as a life skill if/when appropriate.
- Encourage appropriate social skills, awareness of risks, stress/anger management and coping strategies.
- Promote positive self-esteem and self-empowerment.
- Actively discourage any form of 'gang' culture and address issues such as 'your gang/my gang' etc.

The Role of Parents

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.

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.

Parents have been supported with the issue of safety on the Internet and Cyber bullying by a parents meeting, information film and an advice letter using materials from the anti-bullying alliance.

Incidents reported by parents will be logged in the Child Protection file.

Action

At Bude Junior School the following action will be taken:

Incident (1)

Reported (tell a friend/an adult write it down)

Incident reviewed by teacher/head teacher and logged in Child Protection file

Letter sent to parents and/or invited into school

Sanctions taken/support provided

Incident followed up with staff to ensure appropriate action has been taken

Incident (2)

- Reported (see above)
- Logged in the Child Protection file
- Letter sent to parents and/or invited into school
- Strategy developed with staff and parents (possible short term exclusion considered)
- Support offered/sanctions taken

Incident (3+)

- Reported (see above)
- Logged in the Child Protection file
- Letter sent to parents and/or invited into school
- Exclusion procedures may begin for perpetrator
- Support offered to victim

**** THE SEVERITY OF THE INCIDENT WILL INFLUENCE WHICH LEVEL OF DISCIPLINARY ACTION TO BE TAKEN***

The Role of the Pupils

Up-to-date research has shown that, when dealing with bullying, the three most helpful factors were:

- Friendships
- Avoidance strategies
- Learning to ‘stand up for yourself’ – assertiveness training.

These issues are discussed on an ongoing basis as part of our PSHEe and Thrive programmes.

Other Actions:

- Worry boxes in use to communicate any issues that a pupil doesn’t feel able to talk about face to face.
- Information posters – displayed around school: ChildLine, PANTS and CEOP Report Abuse
- Quick slips, School Council and Pupil Voice
- Bude Junior School website providing information on bullying and safeguarding issues.
- Support services available – Parent Support Advisor, Social Services etc.
- Places of ‘safety’ – the reception area has been designated as a place of ‘safety’. It is a public area and close to the school administration area.
- Support Anti-Bullying weeks and national and local events and activities including Virtually S@fe.

- Special assemblies with a focus on ‘anti-bullying’
- Associated workshop focussed learning days – ChildLine, Virtually S@fe
- Staff training on behaviour management and bullying
- Extended links with secondary schools, throughout Year 6, to prepare the children adequately for transfer at the end of Year 6

Monitoring and Review

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

This anti-bullying policy is the governors’ responsibility and they review its effectiveness annually. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Exclusions

Exclusions are used in exceptional cases only and when the nature of the behaviour is such that the school wishes to signal a strong degree of disapproval. Such behaviour includes physical violence to staff or pupils, verbal abuse to staff, persistent bullying of other pupils, consistently poor behaviour over a sustained period and persistent disruption of the learning of others.

Fixed Term Exclusions

Pupils against whom such action is taken will only be re-admitted if an undertaking is given concerning future conduct. Parents are required to be present at the re-admission. In some cases an interview with the Governors’ Committee will take place.

Permanent Exclusion

This is reserved for the most serious breaches of discipline.

Parents will be directed to the School Complaints Procedure if they feel unhappy with the way the bullying incident has been handled.

“Children have a right to be protected from being hurt and mistreated, in body and mind.”

(UN Convention on the Rights of the Child, Article 19)

