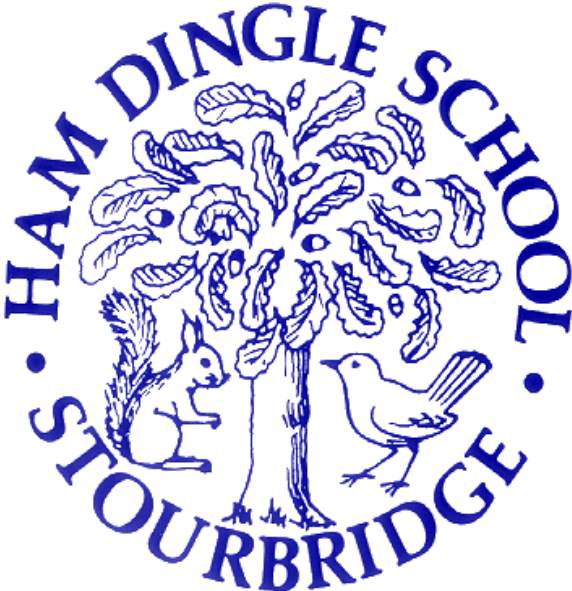


Ham Dingle Primary School



Anti-Bullying Policy

Responsibility for monitoring this policy: Miss D Hunt

Review: Biannually
Agreed September 2018

Approved by Governing Body.....Mr George Craig - Chair of Governors

ANTI-BULLYING POLICY

- *How pupils, parents and staff can report incidents of bullying*
- *How the school investigates allegations of bullying*
- *Sanction procedures, making reference to section 7 of this policy where applicable*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-school proactive strategies to prevent bullying*
- *How the school trains staff and governors in preventing and handling bullying*

1 Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfE guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and objectives

At Ham Dingle we aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We believe that 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 and good behaviour is promoted and celebrated.

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.

Children understand their rights and their responsibility of respecting the rights of others. The Rights Respecting School Agreement is referred to, in particular Article 19, which states that 'Children have the right to be protected from all types of harm.' The children are reminded of this article so that they understand the impact of their behaviour.

3 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.

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/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the Headteacher

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 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 this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff, including lunchtime staff, receives 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, 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 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 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 Assistant Headteacher, Deputy Headteacher or Headteacher as appropriate.

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 the child's parents will be informed.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. 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 the Headteacher will be informed and other staff may become involved (Learning Mentor, SENCo etc). The child's parents will be invited into 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 Sycamore Partnership, Educational Psychology or Children's Services.

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 the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE lessons are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Assemblies are used as a way of reinforcing strategies and expectations.

Anti-Bullying week is marked each year with a dedicated assembly and lessons.

6 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. If the situation has not been resolved quickly, they should contact a member of the School Leadership Team. If they remain dissatisfied, they should follow the school's complaints procedure.

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

7 The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep reporting it.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, the 'Worry Box' in each classroom, during PSHE lessons and at any other time.

8 Monitoring and review

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.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness.

Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be regularly reviewed and is in line with the Equal Opportunities, Racial Equality and Inclusion Policy