



Anti-Bullying Policy 2019/20

Aims

This policy is to be read and implemented as a part of the school behaviour management policy and the anti-racist policy.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or frequent absence from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

School Context

At Spooner Row School staff, parents and children work together to create a happy, safe, caring, learning environment. Bullying, either verbal, physical or indirect, will not be tolerated. Children have a right to learn in a supportive, caring and safe environment without fear of being bullied. We promote good behaviour; it is made clear that bullying is a form of anti-social behaviour. It is everyone's responsibility to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

There is no easy solution to prevent bullying; anti-bullying strategies in themselves do not prevent bullying. They need to be developed and delivered with the involvement of staff, pupils, parents and carers. They will evolve over time as there is no single answer to the problem of bullying.

Statutory duty of schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

School

The following steps may be taken to prevent incidents:

- Frequent reference to the school's rules and responsibilities.
- The governing body supporting the head teacher in all attempts to eliminate bullying, monitoring incidents of bullying and reviewing the school's policy regularly.
- Encouraging all targets and witnesses of any type of bullying to report any incidents.
- All staff watch for early signs of distress in pupils
- Use of Circle Time, Circle Groups, PSHE sessions and School Council meetings to discuss bullying issues in an open manner
- Use of assembly times and PSHE sessions to discuss what bullying is and how we can deal with it.
- Use of PSHE lessons and other materials where appropriate to encourage positive behaviour and high self esteem.
- The school will teach children about online bullying and will deal with incidents of online bullying as harshly any other type of bullying.
- The 'Childline' telephone number to be displayed clearly in school.

The following steps may be taken when dealing with incidents

- If bullying is suspected or reported, the incidents will be dealt with immediately by the member of staff who has been approached
- A clear account of the incidents will be recorded and given to the Headteacher
- The Headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
- Being reassured by staff
- Being offered continuous support
- Rebuilding self-esteem and confidence
- parents or carers being informed to help the pupil deal with the incident.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken depending on the perceived severity of the incident(s):

- official warnings to cease offending
- withdrawal from favoured activities
- loss of playtimes
- minor fixed-term exclusion (eg lunchtimes)
- major fixed-term exclusion
- permanent exclusion

Parents/Carers

Parents and carers play a vital role in the education of their children They can assist in combating bullying by not accepting such behaviour, by encouraging appropriate behaviour towards others and by stressing the importance of reporting to an adult when they think someone is being bullied.

Parents/carers should

- Actively endorse and support the anti bullying policy, and act in a calm and responsible manner with regard to bullying.
- Stress to their children the importance of appropriate social behaviour and not act in any way that could escalate a situation or could be seen as bullying or threatening another child or adult.

- Report any information they may have concerning any victims or perpetrators of bullying as soon as possible, and make no promises to children that they will not tell anyone.
- In the event of sanctions, support the actions taken by the school and make clear their disapproval of the behaviour.
- Not automatically dismiss the suggestion that their own child could be involved in bullying, and act positively with the school to change the behaviour.

Monitoring, evaluation and review

The policy will be regularly monitored and reviewed by the head teacher and staff through the following methods:

- Checking the 'Incident Book' for frequency of incidents.
- Talking with pupils (eg in circle time, at school council, in PSHE lessons)
- Undertaking playground observations
- Discussions with small groups and individuals
- Reporting to the governing body about the effectiveness of the policy
- Governors reviewing the policy every four years at the LGB