

THE ORCHARD PRIMARY SCHOOL



ANTI-BULLYING POLICY

Date	Review Date		GB Committee
Sept 2016	Sept 2018	HT	Curriculum and Community

Introduction

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We promote the welfare of all children in our care.

We consider bullying to:

- Be actions that are meant to be hurtful,
- Happen on a regular basis. (While recognising that even a one-off incident can be upsetting and leave a learner nervous of future recurrence.)
- Be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).
- Be difficult for victims to defend themselves against.

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and social networks. We will deal with all incidents of alleged bullying.

We believe it is our duty to protect pupils and staff from all forms of transphobic and homophobic bullying and to educate pupils about the important role that different people play in society.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the staff.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly as we wish to promote the wellbeing of pupils.

Aims and objectives

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To ensure that all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To work with other schools to share good practice in order to improve this policy.

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.

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, receive 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.

The role of the teacher and support staff

All 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 deputy headteachers or headteacher. 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, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

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 punishment 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, we inform the headteacher and the Inclusion Leader. We also invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher or Inclusion Leader may contact external support agencies, such as the social 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents and carers

Parents and carers 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.

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

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 on letting people know.

Pupils are urged to tell an adult if they see someone being bullied.

All pupils are expected to treat others, their work and equipment with respect.

Pupils are expected to talk to others without shouting and use language which is neither abusive nor offensive.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

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 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.

This policy will be reviewed every two years, or earlier if necessary.