



HANDALE PRIMARY SCHOOL

ANTI-BULLYING POLICY 2016-17

This policy is underpinned by our adherence to the UNICEF children's charter particularly articles 3 and 19, and the British Values of mutual respect and individual liberty.

SCHOOL MOTTO

Learning and Caring Together

SCHOOL VISION

Our vision is to be placed firmly at the heart of the community, working in partnership with all the families involved with us. Handale Primary School is a place where children love to learn, teachers love to teach and parents love to send their children. Our school is a place where pupils are engaged, challenged and feel safe.

We believe learning should be fun, purposeful and personalised. Children at Handale Primary School are taught to aspire to be the best they can possibly be.

Academically, children are encouraged to develop the determination and resilience to achieve the highest standards.

The behaviour of children at Handale is excellent and all children are taught the importance of being a positive role model to others.

Children learn that they have choices and learn to evaluate the rewards and consequences of the choices they make.

Children at Handale Primary school have access to a broad and balanced curriculum, which includes the development of thinking and questioning skills. This encourages children to have enquiring minds and a belief in their own ability. At the heart of this is the promotion of spiritual, moral, social and cultural development. We believe this equips our children to deal with life outside of school in an ever-changing world.

Anti-Bullying Policy

Rational

We believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Alongside this right is the responsibility not to make anyone else feel unsafe by exhibiting bullying behaviour. This is underpinned by our adherence to the UNICEF children's charter particularly articles 3 and 19, and the British Values of mutual respect and individual liberty.

Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school.

We intend that the policy is clearly understood and shared by all, children, staff and parents. The anti-bullying policy takes its place within the general aims of the school. It has close links to the Equality and Diversity, Child Protection, Behaviour, Anti-racism and PSHE policies.

Key Workers

Our Learning mentor is trained in anti-bullying strategies and work regularly with children to address issues

Handale Primary School's definition of bullying is:

Bullying is on-going, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Handale Primary School Procedure:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses individually using restorative justice procedures and questions.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- If the bully owns up then sanction procedures outlined in the Behaviour Policy will be followed
- Incidents of bullying are recorded in the School Incident Log and kept in the Head Teacher's office.
- Consistently use Restorative Justice procedures with all children.
- Keep an informal log of incidents if there are concerns
- Involve all parties together to discuss the issues if agree by all parties
- Allow children time to sort things out.
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children, where needed
- Inform parents
- Follow up with further discussions with individuals as and when appropriate
- When necessary support children individually or together
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures

Prevention & strategies to reinforce Handale Primary School's Policy on Anti-bullying:

- Rights, Responsibilities and Respect Week
- Anti-bullying week
- British values teaching through assemblies.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Children participate in role play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- Use of Play Leaders
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

The role of governors

- The governing body supports the Head Teacher 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 Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of the school's anti-bullying policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via clerk.

The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and 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 unacceptable behaviour.
- The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults must deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.
- All adults must follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- There is an anti-bullying proforma in which staff record all incidents of bullying that occur both in and out of class.
- The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of.

- All adults who witness an act of bullying should record it in the log. This will be kept in the Head Teacher's office.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the school procedures and inform the learning mentor who will offer counselling and support for both the victim and perpetrator of the bullying.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the school office.

The role of children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.

- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “No!” Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

Monitoring and review

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

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

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

Signed

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Mr D. Fowler, Chair of Governors

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Mrs H Blakeley, Headteacher

Date of next review: September 2018