

Written by Mrs N Driscoll



**Eastnor Primary School**

**‘Inspire and Achieve’**

# **Anti-Bullying Policy**

Date	Review
September 2016	Approved GB
September 2017	Review and approved GB

**“Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble”.**  
**(1 Peter 3:8)**

### **Introduction**

It is the primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and as an individual. We are a caring community, whose values are built on Christian morality, mutual trust, and respect for all.

Children are taught to celebrate humanity without exception or exclusion. They are also taught to understand that everyone is known and loved by God and that they are individually unique and special.

Our school behaviour and anti-bullying policy is designed to support the way in which we can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure. Bullying of any sort, including HBT bullying, prevents this from happening and prevents equality of opportunity. It is everyone's responsibility to prevent bullying and this policy contains guidelines to support this ethos.

### **Aims and Expectations**

Eastnor Parochial Primary School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children

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fairly and apply this behaviour and anti-bullying policy in a consistent way.

We aim to reward good behaviour as we believe this will develop an ethos of kindness, responsibility, and co-operation. All staff congratulate children when opportunities arise.

Children are given house points, weekly awards, and stickers for effort with work or when they demonstrate positive behaviour around school.

In addition, we aim to establish regular 'circle time' or 'philosophy for children sessions'; these are times set aside during the school day when children and teachers meet to discuss matters that affect the way the class runs or the children in the class generally.

During these times opportunities for improving children's self-esteem, their attitudes to each other, gender issues, bullying and general classroom and school rules can be addressed. The children need to feel ownership of such occasions and feel that their voice and feelings have significance with the teacher and other children.

All members of staff at Eastnor are aware of the regulations regarding the use of force by teachers, as set out in DCSFCircular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils (a copy of which is available in the Office). Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself/ herself. The actions we take are in line with government guidelines on the restraint of children. (Section 93 of the Education and Inspection Act 2006). This enables school staff to use such force as is reasonable in the circumstances to prevent

a pupil from committing any offence or causing personal injury to any person.

### **Introduction**

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the victim to defend himself or herself. This can take the form of name-calling, violence, threatened violence, isolation, ridicule, or indirect action such as spreading unpleasant stories about someone.

Some may see bullying as an action or actions taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. However, it is also possible that children can be hurt unintentionally, perhaps because the child or children are unaware of the consequences of their actions. We have a responsibility in our school community to ensure that all children are taught the consequences of their actions and to behave responsibly towards one another in every aspect of school life.

### **Aims**

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.

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

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.

### **The role of the governing body**

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 does not allow bullying to take place in our school, 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 head teacher**

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. At Eastnor Primary School, we consult with parents, children and staff to ensure that in each individual case, the views of all parties are listened to and that children always know that there is someone who will take time to understand what has happened.

The head teacher ensures that all staff receive sufficient training 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. We use our special weekly assemblies to celebrate the achievements of our children. Our house system is an important part of our school life. We encourage all staff to look out for those children who are particularly kind, helpful, or thoughtful. These children are then brought to the attention of the whole school during assembly time and they may be rewarded with a pupil of week or head teacher award.

Children are chosen/elected by their peers to act as 'playground leaders' in the playground and in the classroom. This encourages older children to support, help, and guide younger children within the school and is seen as a position of responsibility.

### **The role of the teacher and support staff**

All staff will be vigilant for signs of bullying and will always take reports of an incident seriously.

Any child who reports a concern to a member of staff will be listened to carefully. A record of what has been reported will be recorded on a behaviour/incident information form, which will be kept in the behaviour file in the school office.

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Teachers will keep a record of all incidents that happen in their class. They will also record any other incidents they have been made aware of, or have witnessed in school. All incidents that have been witnessed or reported will be written up on the behaviour/incident section of our MIS system.

If there is a report made to a member of staff about an incident of bullying either near the school or on the way to or from school, then this will also be recorded on a behaviour/incident information sheet, which will be kept in the behaviour file in the school office.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This will involve counselling and support for the victim of the bullying. We feel it is also very important that the bully is counselled. 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. We then invite the child's parents 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 the social services.

The Head teacher may also decide that no further action needs to be taken or that sanctions need to be considered. These sanctions will be discussed with the child's teacher and the child's parents.

All members of staff attend training when available, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

School staff use the PSHE curriculum and ‘philosophy for children’ to help the children in our school develop skills that will enable them to discuss and manage their feelings and work cooperatively. They will also 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.

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 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.

### **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. They do this by examining the information that has been presented in the termly head teacher reports, by reviewing the behaviour/incident forms and by discussion with the head teacher. Governors analyse information with regard to gender, age, and ethnic background of all children involved in bullying incidents.

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