

Tadworth Primary School

DRAFT Anti-bullying policy

Introduction

We aim for Tadworth to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are concerned with helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

2 Policy development

This policy was formulated in consultation with the whole school community with input from:

Members of staff, governors, parents/carers, children and young people, and other partners (including the Behaviour Consultant from 4S)

- Pupils contribute to the development of the policy through the school council, circle time discussions, etc.
- The school council will develop a pupil-friendly version to be displayed in classes.
- Parents/Carers will be encouraged to contribute by taking part in written/verbal consultations

3 Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The Headteacher and Inclusion leader take overall responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

All staff at this school have a responsibility to model respectful behaviours both towards pupils and towards other adults.

4 Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- relational bullying
- cyber-bullying (the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else)
- bullying related to special educational needs or disabilities
- Sexist / transgender / homophobic bullying

- bullying related to race, religion or culture (refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status)
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

5 Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) which includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting:

- Children and young people in school should report concerns to a member of staff (eg. classteacher, teaching assistant)
- Parents/carers should, in the first instance, talk to their child's class teacher
- All staff should liaise with their phase leader
- Visitors should report to the member of staff they are visiting who will then investigate the situation
- Bystanders should report concerns to a member of staff

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

All incidents should be dealt with in line with 'Restorative Approaches' which we use at Tadworth.

The principle is that the child causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

There is a range of restorative approaches and it is important that they are used in conjunction with – not in place of – sanctions.

This approach includes:

- Informing parents
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for both the victim and the bully (including investigating any underlying issues).

Consequences

These must be applied fairly, proportionately, consistently and reasonably, taking into account SEN, disabilities, or vulnerability the child may have. Bullying by children with disabilities or SEN is no more acceptable than by anyone else but, for a sanction to be lawful, there must be consideration of the extent to which the child understands and is in control of what they are doing.

6 Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Inclusion coordinator.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive ethos across the school community.

7 Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Tadworth Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week (annually in November)
- PSHE/citizenship lessons including specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice (through the school council)
- Playground Leaders
- Parent information events
- Staff training and development for all staff
- Restorative Approaches
- Home School Link Worker working with families in the school
- Involvement of external professionals eg. Behaviour Support Service

8 Links with other policies/documents

Behaviour Policy

Child Protection and Safeguarding Policy
 Touch and the use of Physical Restraint
 Responsible Use of Internet and Technology Policy
 Allegations of Abuse against Teachers and Other Staff
 Equalities Policy (under development)
 Special Educational Needs
 Home/School Agreement
 PSHEC Policy
 Complaints Procedure (responding to parents concerns)

9 Reference Documents and Related Policy/Guidance

National Documents:

- Safe to Learn- DfE Guidelines
- Embedding anti-bullying work in schools – DfE-00656-2007
- Homophobic bullying – DfE – 00668-2007
- Sexist, sexual and transphobic bullying DfE-01136-2009
- Cyberbullying – DfE – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DfE 00372-2008
- Safe from Bullying – DfE suite of materials

www.teachernet.gov.uk/publications

- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue-

Policy reviewed	Autumn 2011
Date of Governor approval	
Review date	Annually