



SURREY STREET PRIMARY SCHOOL

Learning for Life

Anti-Bullying Policy

July 2018

Review	Yearly
Date of next Review	July 2019
Ratified by Governors	16 th July 2018

STATUTORY

DEFINITION

Bullying is a frequent, persistent and intentional aggression: verbal, emotional or physical, conducted by an individual or group against others and their property.

Bullying can take many forms. It can be:

- * **physical** - hitting, kicking, taking or damaging belongings.
- * **verbal** - name-calling, insulting, repeated teasing, racist or homophobic remarks, comments about a child's weight or disability,
- * **emotional** - spreading nasty rumours, excluding someone from social groups.

AIMS AND OBJECTIVES

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 GOVERNORS

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not condone any bullying in our school, and that any incidents of bullying that do occur are taken 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 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.

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's anti-bullying strategies 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 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 attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour is wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to 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 STAFF

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If staff witness an act of bullying, they do all they can to support the child who is being bullied (including a possible referral to the Behaviour Support Team). If a child is being bullied, then, after consultation with the BST/SLT, the class teacher informs the victim's parents and the parents of the child who has carried out the bullying. Family Workers may be involved.

We keep a incident logbook in the Behaviour Support Team room where we record any incidents of bullying that occur. SLT may be consulted about the consequence the child receives and are required to sign the Incident Form before it is filed.

If we become aware of any bullying taking place between pupils, we deal with the issue immediately. This may involve support for the victim of the bullying, and punishment for the child who has carried out the bullying. The support could come from the class teacher/teaching assistant/BST/Family Workers/SLT. 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 BST/SLT. We then invite the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Behaviour Support Services and The Hillborough Behaviour provision.

Staff routinely attend training which enables them to become equipped to deal with incidents of bullying and behaviour management.

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 minimize 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 community.

FORMAL PROCEDURE

Procedures to be followed if an incident of bullying is reported or witnessed.

Class teacher/BST to make initial investigation and ascertain the nature of the incident.

- Member of staff to speak to those concerned. They need to:
- be aware of and tackle any racist, sexist language or other derogatory language
- give support to both victim and bully
- follow-up, to support victim and prevent re-occurrence.
- help children to see other point of view. "How would you feel if?"
Make them aware of newcomers/loners or shy children.
- record the incident on incident form and give a copy of the form to the Headteacher/SLT.
- mention incident informally to parent/carer at the end of the day.

PROCEDURES FOR 2nd OR SUBSEQUENT OFFENCES

- Staff to refer incident to SLT/Behaviour Support Coordinator
- SLT/Behaviour Support Coordinator to interview Victim and Bully individually and record their stories. SLT/Behaviour Support Coordinator also to interview any witnesses.
- SLT/Behaviour Support Coordinator to contact parents of those involved to arrange a time to speak to them.
- all staff to monitor situation.

Strategies used:

- SLT/Behaviour Support Coordinator alerting duty staff (including Lunchtime Supervisors) of any child 'at risk'.
- SLT/Behaviour Support Coordinator to speak to victim at the end of each break to check for any incidences.

- 'Circle Time' used to build self-esteem and value positive relationships.
- Rules re-inforced in class.
- Pastoral support programme may be put in place

The following sanctions may be used:

- Loss of breaktimes or lunchtimes.
- After school detentions
- Working with SLT/Behaviour Support Coordinator on a behaviour modification programme.
- Home/School Diary.
- Losing a privilege.
- In extreme circumstances Lunchtime or Fixed Term Suspension.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the SLT/Behaviour Support Coordinator, 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 school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.