



ANTI-BULLYING POLICY

Issue No 18

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Purpose

The purpose of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available in school.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: -

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber Bullying (Inappropriate unkind comments)

We consider the following to be bullying:-

Name calling, teasing, taunting
Making reference to personal appearance or qualities
Insulting remarks about parents or family
Persistent calling or unkind nicknames
Racial or sexual harassment
Threatening others
Deliberately excluding or isolating others
Verbal threats or malice
Intimidation or extortion
Forcing others to do something against their will
Fighting in a vicious uncontrolled way with intent to harm
Playing on the fears or personal circumstances of others
Forming groups or gangs to target individuals

We believe that it is crucial to prevent bullying through exercising vigilance on pupil behaviour and developing a clear set of guidelines and procedures. We believe that it is important to promote and reinforce positive behaviour and ensure that children clearly understand which behaviours are acceptable and which are not, this is re-enforced in our golden time and PSHE lessons. It is important to help children distinguish between bullying, boisterous play and bossiness.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Aims

The aims of this policy are to prevent bullying through:

Compliance with our four school rules, We are kind, we are polite, we smile at each other & we always try our best (not just with our work but with the way we treat other people).
Exercising vigilance in the playground, classroom and school.
Talking about bullying with children and raising the awareness of the feelings of others
Creating a climate where bullying is perceived as unacceptable
Encouraging the children to care for each other
Making children aware of the consequences of their actions- both in the sense of sanctions and the effect of their actions on others
Raising parental awareness and involving them if bullying becomes persistent behaviour
Giving clear and consistent messages to children about telling adults
Encouraging the children to speak about incidents soon after they happen so that they can be dealt with swiftly and effectively
Discussing with the children non-violent means of resolving conflicts(Particularly linked to SEAL Materials).

Teaching and Learning

The issue of bullying will be raised during circle time, and the SEAL materials, through discussion, games and role-play. We aim to raise and maintain high levels of self-esteem throughout the school, low self-esteem often being related to bullying. We aim to positively manage behaviour through praise and encouragement.

Awareness of bullying will be included within the PSICHE curriculum and within e-safety lessons. Teachers will include awareness of bullying in their long and medium term planning and will include comment on such in their weekly evaluations. Pupils will be given opportunities to talk about bullying-in-general during PSICHE lessons. All children will also follow the "Say No To Bullying" SEAL theme.

Teachers will raise awareness of bullying through circle time and PSICHE lessons. If any concerns are raised about specific pupils teachers will ensure that all adults involved with that pupil are aware of the concerns and are given opportunities to contribute to discussion.

All staff will be aware that there are certain areas of the school that may facilitate bullying e.g. toilets, hidden corners of playground. These areas may be identified by discussion with pupils or role-play with the pupil or by adult observation. All staff should be particularly careful to supervise such areas.

Playtime and lunchtime supervisors will supervise all areas. The supervisors should encourage pupils to play and should teach and lead games. Parents will be asked to support the school's anti-bullying programme if their child consistently bullies. Awareness of bullying will also be raised through school assemblies.

Assessment, Recording and Reporting

The following steps may be taken when dealing with incidents: -

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Headteacher
- The Headteacher or senior member of staff will interview all concerned and will record the incident
- All children will be questioned and their version of events recorded
- Where possible the children themselves will write down what has happened
- Staff involved will make a written record
- Witnesses will be asked for their version of events
- Records will be kept in a separate file
- At the appropriate time parents will be invited to help resolve the problem
- Class teachers will be kept informed and if the bullying persists the class teacher will inform the appropriate Senior member of staff.
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- Governors are kept informed of any incidents regarding bullying via the termly Headteacher Report

The following disciplinary steps may be taken if the bullying persists: -

- Official warnings to cease offending
- Withdrawal of privileges/ loss of Golden Minutes
- Loss of playtimes and /or lunchtimes
- Seclusion
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion

Management Support

Pupils who have been bullied will be supported by: -

- Offering an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by: -

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

The Headteacher will monitor all written reports of concerns of bullying and will consult with staff regarding the concerns.

This policy needs to be read in conjunction with the e-safety & acceptable use policy, ICT Policy, Safeguarding Policy, Anti-Racism policy & Behaviour Management Policy.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.