

Anti-bullying Policy



2017/18



Aims Of Handsworth Primary School “A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

1 Introduction

- 1.1** Bullying is continuous action taken by one or more children with the deliberate intention of hurting another child, physically, emotionally or verbally over a sustained period of time.

Bullying can take many forms including cyber, internet, text bullying using ICT technologies. By being proactive we aim to educate our school community of the harm this behaviour can do and develop a zero tolerance approach to challenge any form of bullying behaviour.

2 Aims and objectives

- 2.1** Bullying is wrong and damages individual children, their families and relationships with others. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** 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. We take a zero tolerance approach to bullying behaviour.

3 The role of governors

- 3.1** 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.
- 3.2** 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.
- 3.3** 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.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the 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 was wrong.
- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and records it e.g. training from Behaviour Support Services.
- 4.4** The school ethos and school rules help ensure mutual support and focus for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, self esteem is raised and children feel safe.
- 4.5** The school participates in anti-bullying campaigns such as with the NSPCC and SEAL assemblies (Social Emotional Aspects Of Learning) to support children's understanding of the harmful effects of bullying and its non-acceptance. Regular circle times provide opportunities for children to discuss any concerns. Children are encouraged to use the Bother box in Learning zone 3 if they have any concerns. These are then dealt with by either the class teacher or the student social worker and feedback given to relevant staff members.
- 4.6** The school's assertive discipline behaviour policy is followed which promotes positive behaviour.

5 The role of the teacher/support staff

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and have access to whole school records if necessary.
- 5.2** All staff members are to be aware of bullying. If they witness an act of bullying they will do all they can to support the child who is being bullied. The incident should be reported following the school procedures (see Appendix). If a child is being bullied over a sustained period then, after consultation with the headteacher, the teacher informs both victim and bully's parents via a formal meeting.
- 5.3** All incidences of bullying are recorded and the headteacher is notified, this includes incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event and notify the headteacher.

- 5.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. 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 headteacher. 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 headteacher may contact external support agencies such as the Early Help Team and/or Social Services. Incidences of bullying are formally recorded in the headteacher's report to governors and the LA is notified.
- 5.5** Teachers attend training as part of the School Development Plan which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6** 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.

6 The role of parents

- 6.1** 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 or headteacher immediately.
- 6.2** 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 and community.

7 Monitoring and review

- 7.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy termly through the termly headteacher's report to governors.
- 7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's records and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

8. Success Criteria

Expected effects of anti-bullying policy: -

- Staff are more vigilant in response to bullying behaviour.

- Children do not bully and recognise that the school has a zero tolerance to bullying behaviour.
- Children know where to go for help if they feel that they are being bullied.
- Children actively promote anti-bullying by anti-bullying week activities through circle times and seal assemblies.

9. Monitoring & Review

Children are involved in devising and developing a child friendly anti-bullying policy, as part of boys and girls talk club.

Handsworth Procedures For Dealing With Incidents of Continuous Alleged Bullying/Racism

1. Action and support for the victim must be provided as quickly as possible.
2. Inform the Head or member of the SLT immediately. Use the Incident Report form.
3. The Head or SLT member must follow up the incident by taking written/verbal statements from the children concerned and will decide if there is evidence that bullying has occurred.
4. If there is no/not enough evidence, this should be recorded on the incident report form and this must be explained to the victim and if applicable, his/her parents.
5. If there is evidence of bullying then the following action will result: -

Children complaining at playtime/lunchtime

- Action: Pastoral Support Teaching Assistant will actively support child and monitor.
- Follow up consultations with children.
- Weekly monitoring by Headteacher/SLT to see any trends or patterns.

Class Teacher monitoring after lunch

- Records on sheet whether any incident has upset a child
- Sheet sent to office after afternoon registration for class teachers to look at daily and then, weekly have an overview of named children.
- Individuals monitored accordingly.

Parent complaint child is allegedly being bullied by a named child/group

- Records are looked at to see if school evidence ties up with home report.
- Monitoring sheet filled in daily if required.
- Weekly/daily pastoral support until situation is resolved.

Action on “alleged bully” if parental complaint has been made

Inform parents that their child has been named.

Inform parents of school monitoring procedure.

Follow school procedure.

- A warning sheet is used daily to monitor low level inappropriate classroom behaviour (included).
- If it is a first offence, the child will be spoken to and parents will be informed through the use of a behaviour sheet (included), personal discussion or phone call.
- If it is a second or more serious offence, the bully's parents will be called in for a meeting to discuss the incident and the sanctions that will result. Also, the range of possible sanctions that could be applied if the bullying behaviour persists, will be explained: -
 - i) Internal seclusion (Thinking time)
 - ii) Home at lunch (formal exclusion)
 - iii) Exclusion for fixed term (formal exclusion).

- Both the bully and victim will be given counselling by a member of staff (Pastoral Support TA/monitoring by Teacher/Head. Other agencies will be encouraged Behaviour Support (BSS)
 - The action taken will be logged on the incident report form.
 - Incident report forms on bullying and racism will be monitored by the Head/Governors and LA.
 - The bully will also be supported to understand the severity and effect of their actions on other children so that future incidents will not re-occur. This may include the use of outside agencies i.e. Behaviour Support Services. Parents of the bully will be informed of the recommendation of referral.
6. The action taken will be explained to the victim's parents.
Restorative justice may be discussed as a way of stopping future incidences.

Date of next review July 2019

Alleged Bullying/ Fighting/Racism/Other Serious Incidents.

Incident Report Form

Person reporting the incident:

Type of incident:

Child/children involved:

Description of incident:

Staff member recording incident: _____ Date: ____

Referred on _____ to Classteacher/SLT/Head (Circle & Date).

Information gathering carried out by:

Action taken:

Parents notified: yes/no by _____ Date: _____

Staff member who recorded incident informed of action taken?: Yes/No

Date: _____

Make sure all statements are attached.

Behaviour Record Sheet

What I did wrong ...

Why it was wrong ...

What I will do to put things right

Signed _____ Date _____

Parent's comments

Signed _____

Please return to school tomorrow.

Dear Parent

Your child was involved in an incident of inappropriate behaviour today and as a result, was asked to consider the questions overleaf. The purpose of this is to help your child reflect on his/her actions and to consider how to make better choices in future.

Please discuss this matter with your child and sign the sheet to let us know that you have seen it.

Thank you.