



Elvetham Heath Primary School

ANTI-BULLYING POLICY STATEMENT

Aim: The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Only in an environment where all issues of bullying are addressed will our pupils be self-confident, happy and independent and able to fully benefit fully from the opportunities available to them.

In this policy we will describe what constitutes bullying behaviour and how we will all work together to make everyone feel valued, welcome and safe in our school.

1.0 Introduction and Context

- 1.1 This school recognises its legal duty under Section 175 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “*significant harm*”.
- 1.2 This school has measures in place to encourage good behaviour and **prevent all forms of bullying** amongst pupils which is outlined in our Behaviour Policy.
- 1.3 Under section 89 of the Education and Inspections Act 2006, the head teacher has the ability to discipline pupils for poor behaviour that occurs when the pupil is not in school premises or under lawful control of school staff.
- 1.4 This school recognises that a clear anti-bullying policy will support the school in meeting the Every Child Matters outcomes of “be healthy”, “stay safe” and “enjoy and achieve”.
- 1.5 As members of the school community, we uphold the United Nations Declaration of the Rights of the Child, Articles 2 and 19, which state that, “The rights of the child should be respected irrespective of their race, colour, sex, language, religion, political or other opinion, or national or racial origin.”
- 1.6 In accordance with The Equality Act 2010 and the consequential Equality Duty, we aim to:
 - Eliminate discrimination, harassment and victimisation
 - Foster good relationships between children regardless of age, disability, race, religion and belief or sexual orientation
- 1.7 Staff will encourage parents and children to talk about any concerns or worries which may affect emotional health and well-being and educational progress.
- 1.8 This policy will support the ‘Management of Behaviour Policy Statement’ and ‘Internet Safety’ guidelines.
- 1.9 This school recognises the powers included in the Education Act 2011 which gives our teachers stronger power to tackle cyber-bullying
- 1.10 This school recognises the following benefits of working to an anti-bullying policy:
 - It promotes a secure and happy environment free from threat, harassment and any type of bullying behaviour.
 - It encourages positive action to prevent bullying from occurring through a clear set of guidelines.
 - It informs pupils and parents of the school’s expectations and fosters a productive partnership which helps maintain a bully-free environment.
 - It shows commitment to overcoming bullying by practising zero tolerance.
 - It makes staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the aim of eliminating all forms of bullying.

2.0 A Definition of Bullying

- 2.1 Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be against pupils or adults. The three main types of bullying are:
- Physical (hitting, kicking, theft, damaging property)
 - Verbal (name calling, racist or other offensive remarks, threats, repeatedly “putting down” someone)
 - Emotional (spreading rumours, excluding someone from social groups, gesturing or mimicry)
- 2.2 Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself. ‘Virtual’ bullying includes Text messages bullying, picture/video-clips via mobile phone cameras, phone calls, e-mails, instant messaging and websites. The school train staff and provides training for parents in Cyber safety.

3.0 Procedures for Pupils

- 3.1 Children who feel that they are experiencing bullying should:
- **Tell the bully to stop** – State quite clearly that the behaviour is unwelcome and offensive and, if possible, walk away from the situation
 - **Seek adult help** – if the bullying continues or they are afraid to tell the bully to stop.
 - **Report it to their class teacher or any member of staff** – children must feel confident that any incident can be resolved satisfactorily. They should keep a record of the date and time of any offensive electronic messages and let an adult see them.
- 3.2 Pupils who witness any form of bullying should:
- **Be aware that we are a ‘telling’ school** – this means that it is the duty of all pupils to report any incidents of concern they have witnessed to a member of staff and they will be listened to and appropriate action will be taken.

4.0 Staff Roles and Responsibilities

- 4.1 All staff (teaching and non-teaching staff) are made aware of the anti-bullying policy and their responsibilities to uphold its principles and follow its guidelines. It will be revisited regularly and form part of the induction programme for any new staff.
- 4.2 Staff should respond quickly and:
- Encourage targets and witnesses of any bullying to report incidents
 - Investigate incidents as fully as possible
 - Bring cases of bullying out into the open, so that children know what has taken place and how it has been dealt with
 - Demonstrate, through our procedures, that no case of bullying is considered too trivial to warrant attention
 - Foster by example the values we as a school believe in
 - Take appropriate action, or refer the matter to the Year Group Leaders, Deputy Headteacher responsible for the Key Stage or Headteacher for further action
 - Record incidents on the appropriate proforma and retain these records for school monitoring purposes
 - Deputy Headteachers should ensure that any bullying incident is on the agenda of SMT meetings and records should form the basis of a discussion, and where relevant, shared at staff meetings (or just with relevant staff)
 - Inform parents at an early stage of any known incidents of bullying.
 - Follow up any incidents within two weeks and again after half a term to ensure that there is no reoccurrence.
- 4.3 Sanctions will be applied fairly, consistently and reasonably, reflecting the seriousness of the incident and will include:
- Loss of breaktimes and other privileges
 - Referral to the Year Group Leaders
 - Referral to the Deputy Headteachers
 - Referral to the Headteacher
 - Formal contact with parents
 - Drawing up an agreed behaviour contract
 - Internal exclusion (removal from class, detention, withholding participation in non-curricular activities)
 - Temporary exclusion from school
 - Permanent exclusion from school.

5.0 Working with Parents

- 5.1 Parents who feel that a child is being bullied **must alert the school** by contacting the class teacher in the first instance. Any change in behaviour could be an indication that something is wrong. Unwillingness to attend school, feigning illness, frequent loss or damage of personal property, loss of confidence, uncharacteristic mood changes, bad dreams, nightmares or withdrawal from social activities could be indicators that something is wrong.
- 5.2 For instances of cyberbullying which will often take place out of school, parents may also need to contact the police.
- 5.3 An annual questionnaire and regular parent consultations also provide the opportunity to raise concerns about bullying.

6.0 Promoting Positive Behaviours

- 6.1 The following strategies are in place to prevent bullying:
 - At the beginning of the year, each class creates a class charter outlines their rights within school – and also their responsibilities towards one another.
 - Children from Years 2 and 5 train and act as peer mentors to try and help set up a safer environment and provide a listening ear. All pupils have access to a 'worry box' which the peer mentors monitor. To promote positive behaviour, pupils also post comments in a 'golden box', describing examples of good behaviour that they have witnessed in other children.
 - We are a 'telling school'. This message is regularly enforced by all members of staff. If children feel they are being bullied in or out of school, they must tell an adult. The adult will then take appropriate action.
 - Children are supported in their play at breaktimes through the use of Young Leaders to organise games and activities. Friendship stops are used to help encourage more successful playtimes for isolated and lonely children.
 - The use of Whole School Assemblies to raise awareness of bullying issues and provide a whole school focus for bullying.
 - Induction for all new staff and annual whole school review of procedures.
 - Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying.
 - Teachers Organise 'Circles of Friends' – this provides emotional support to vulnerable pupils who feel isolated.
 - 'Socially Speaking' provides children (who often lack confidence) with strategies to enable them to manage difficult social situations
 - Assertiveness training for pupils experiencing recurring problems. This aims to change the behaviour of vulnerable pupils to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name-calling, getting help from bystanders etc.
 - The use of sanctions.
 - Working with parents and carers to promote good behaviour, encourage involvement in promoting the school ethos, and consult over the school's approach to bullying.
 - Use of the school council to gain an indication of the extent and nature of problems related to bullying.
 - The use of PSHE (Personal, Social and Health Education), SEAL (Social and Emotional Aspects of Learning), RRR (Rights, Respect, Responsibilities) and Citizenship Lessons, including circle time activities to deal with problems and promote positive behaviour.
 - Through referrals to the Behavioural Support Service.
 - By arranging opportunities with a PSHE focus such as 'Gripping Yarns' to perform 'issue' stories to the children and discuss these.
 - Our Headboy, Headgirl and Deputies also provide pastoral support

7.0 Monitoring and Evaluation

- 7.1 This policy is ratified by the school governors and subsequently reviewed every two years. Its implementation and effectiveness will be regularly assessed.
- 7.2 Staff, governors, parents and pupils will be consulted on a regular basis as to their views on the policy and its implementation. This will include questionnaires and other monitoring by the school. The school council will gather the views of their peers and report these during meetings.
- 7.3 The policy will be communicated to all school staff, governors, parents/ carers, partner agencies and relevant visitors.
- 7.4 A copy of this policy will be kept in the staff handbook and on the shared intranet. Parents will have access to this policy via the school website.
- 7.5 A pupil friendly version of the policy has been produced with the help of pupils, this will be reviewed by the school council on an annual basis.
All children will be made aware of its existence, its content and how it might affect them.

Ratified by the Premises & Safeguarding Committee - 23 April 2015
Ratified by the FGB – 21 May 2015

Due for review: May 2017