



Blowers Green Primary School

Anti-Bullying Policy

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfE guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

Definition of bullying in accordance with the DfE guidelines is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

Emotional bullying can have a serious long-term impact. As such, it is important that all children understand the gravity of such behaviour and that appropriate sanctions are applied in response to emotional bullying.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Please refer to our E-Safety Policy for acceptable use.

Aims and objectives

Bullying is wrong and damages individual children. Therefore at Blowers Green we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

At Blowers Green measures are in place to reduce the likelihood of bullying. We aim, as a school, to provide 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. This policy should be read in conjunction with the school's **Behaviour** and **E-Safety policy**.

We aim to make all stakeholders of 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.

Children understand their rights and their responsibility of respecting the rights of others. The Rights Respecting School Agreement is referred to, in particular Article 19, which states that 'Children have the right to be protected from all types of harm'. The children are reminded of this article so that they understand the impact of their behaviour.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. The Governing Body will not condone any bullying and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can refer the matter to the Chair of Governors in line with the school's Complaints Policy.

The Role of the Headteacher

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 identify and 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. The Headteacher ensures that staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, staff may decide to use an assembly or a PSHE lesson as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying is less likely. When children feel that are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

At Blowers Green staff take all forms of bullying seriously, and seek to prevent it from taking place.

Records are maintained through the school's assertive discipline sheets of all incidents. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Assistant Headteacher, Deputy Headteacher or Headteacher as appropriate. Teachers and support staff do all they can to support both the perpetrator and the victim. Parents and carers of all concerned are kept fully informed at all times.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying we inform the Headteacher and an assistant Headteacher and the special needs coordinator as appropriate. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact other external support agencies e.g. The Sycamore Centre.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories and PSHE lessons etc, within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The Role of Parent/Carers

Parents who have concerns that their child is being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Assistant Headteacher for the phase. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school's website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, circle time and at any other time.

Cyber Bullying

No pupil under 13 should be accessing social networking sites. This is the guidance from both Facebook and MSN. There is a mechanism on Facebook where pupils can be reported via the help screen; at the time of writing this policy the direct link for this is: http://www.facebook.com/help/contact.php?show_form=underage.

All terms and conditions of these websites must be following at all times.

Parents should be clearly aware of the school's policy of access to social networking sites. Where a disclosure of bullying is made, schools now have the duty to investigate and protect, even where the bullying originates outside the school.

This can be a complex area, and these examples aim to illustrate how to deal with such complexities;

- A child is receiving taunts on Facebook and text from an ex pupil who moved three months ago: This is not a school responsibility, though the school might contact the new school to broker a resolution.
- A child is receiving taunts from peers. It is all at weekends using MSN and Facebook. The pupils are in the school: The school has a duty of care to investigate and work with the families, as they attend the school.
- A child is receiving taunts from peers. It is all at weekends using Facebook. The pupils are in Y5. The school has a duty of care to investigate and work with the families, as they attend the school. However, they are also fully within their rights to warn all the parents (including the victim) that they are condoning the use of Facebook outside the terms and conditions of the site and that they are expected to ensure that use of the site stops. At any further referral to the school the school could legitimately say that the victims and perpetrators had failed to follow the schools recommendation. They could then deal with residual bullying in the school, but refuse to deal with the social networking issues.
- Once disclosure is made, investigation will have to involve the families. This should be dealt with under the schools adopted anti bullying policy.
- If parent/carers refuse to engage and bullying continues, it can be referred to the police as harassment.
- This guidance can also apply to text and mobile phone cyber bullying.

Guidance/protection for Parents on using Social Networking

- Events such as sports days, assemblies etc; parents may take photos and video but these must not be uploaded to any social network or websites.
- Staff, visitors, governors, volunteers and students are not permitted to use their own mobile phones to take or record any images of school children for their own records during the day.
- If parents have a complaint, this should be directed to the school office in the first instance, info@blowers.dudley.sch.uk. Social media should not be used for this purpose.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher who report to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be regularly reviewed and is in line with the Equal Opportunities, Racial Equality and Inclusion Policy.

Date the Policy was approved by Governors: November 2016

Date for Review: November 2017