

RIVERSDALE PRIMARY SCHOOL

Anti-Bullying Policy



Introduction

1.1 Bullying is action taken by one or more with the deliberate intention of hurting another person, either physically or emotionally. It can involve children or adults. To be classed as bullying, these actions would take place in a systematic or continued manner over time.

1.2 Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

1.3 Section 175 of the Education Act 2002 places a duty on Local Authorities and governing bodies to safeguard and promote the welfare of children.

The Outcomes Framework from Every Child Matters and the subsequent Children Act 2004 identifies within 'Staying Safe' a specific aim to ensure that all children and young people are 'safe from bullying and discrimination'.

This aim is supported through the other key themes of:

- 'Be healthy': sustaining positive mental health;
- 'Enjoy and achieve': enjoying the social experience provided in various settings and that achievement is not inhibited;
- 'Make a positive contribution': developing positive relationships;
- 'Achieve economic well-being': taking positive relationships into the workplace

Aims and objectives

2.1 Bullying is wrong and damages individuals. We therefore do all we can at Riversdale 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.

The role of governors

3.1 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 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 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.

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.

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, and why a pupil is being punished.
- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4** 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 the teacher

- 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 that they are aware of in the school.
- 5.2** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, the headteacher is informed and the child's parents are also informed and asked to come in to discuss the situation and ways forward
- 5.3** We keep an anti-bullying logbook in the school office where we record all incidents of bullying.
- 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 support for the victim of the bullying from a member of staff within the class or from a Learning Mentor within school, and punishment 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. We 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 consider exclusion as per Riversdale's Positive Behaviour Policy.
- 5.5** Teachers routinely attend training, 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 teaching and supporting the school ethos statements, modelling and teaching children respect for each other, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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 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.

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 on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness every three years at least. 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.