



Long Lane Primary School Anti-bullying Policy

Date	Description
17 th May 2017	Agreed by Full Governing Body

Review Schedule	Two Years
Next Review	May 2019

Aims

The school aims are to establish an ethos where pupils are encouraged to develop, regardless of their race, sex or special educational needs:

- self discipline through praise and rewards
- respect for others, both pupils and adults
- respect for and ownership of their environment.

Responsibility

The Headteacher will:

- be responsible for the implementation and day to day management of the policy and the procedures.
- in consultation with the staff, undertake systematic monitoring and conduct regular reviews of the anti-bullying policy and procedures in order to evaluate them, to ensure that the operation is effective, fair and consistent.
- in conjunction with Senior Leaders, investigate and follow up on any incidents of bullying reported.

All Staff will:

- be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- be responsible for creating a high quality learning environment where high standards of behaviour are expected.

The Governing Board will:

- review this policy annually, to ensure its continuing appropriateness and effectiveness.
- monitor incidents termly through the Headteacher's report to Governors at Full Governing Board meetings.
- support the school in maintaining high standards of behaviour and dealing with any incidents of bullying

Parents and Carers will:

- be encouraged to take responsibility for the behaviour of their child both inside and outside the school.
- be encouraged to work in partnership with the school in maintaining high standards of behavior.

Policy Statement

Through the implementation of our policy we aim to prevent bullying by:

1. promoting good behaviour
2. providing a successful system for dealing with incidents as they occur
3. working closely with families
4. promoting the core values of co-operation, citizenship, equality, care of others, sense of community, respect and social responsibility through the curriculum, (e.g. PSHE and Citizenship) and through pastoral contact (the 'hidden' curriculum).
5. modelling of the core school values by all adults in school
6. placing an emphasis on ensuring the emotional well-being of all pupils, developing their social skills and self-esteem and making pupils feel safe, valued, confident and listened to
7. counselling victims and bullies
8. carrying out regular risk assessments of particular times, places and circumstances in which children may be vulnerable and bullying is most likely to occur and take appropriate action.

Guidance and Procedures

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled 'Anti-bullying Guidance and Procedures'.

Anti-bullying Guidance and Procedures Updated May 2017

A definition of bullying

There are many definitions of bullying but there is general agreement about the essential components of the definition. In this policy the emphasis is very much on defining the behaviour, not on labelling the people involved.

Bullying behaviour includes the following elements:

- not a one off event but **sustained, persistent over time**
- not accidental, not a bit of fun, not just playful but , a **deliberate, intention or desire to inflict hurt, distress, or humiliation; to intimidate, to threaten or frighten someone repeatedly over a period of time.**
- **cumulative**, builds up with experience of success and status, may influence others to join in, may escalate
- in adults **abuse of power**, in children **enjoyment of power.**

The nature of bullying behaviour

There are three main types of bullying:

- **physical**
includes hitting, kicking and all forms of physical violence, taking belongings, damaging belongings, extortion
- **verbal/mental**
includes nasty teasing, name calling, making offensive remarks, threats
- **indirect/mental**
includes spreading nasty stories/rumours, social exclusion, the look, the whisper behind the hand, cyber-bullying, scorn and derision.

Responsive action to bullying:

In the event of a bullying incident, all parties will be interviewed separately including any witnesses to ensure both sides versions of events can be recorded without bias or influence.

- interview all staff and children involved in an incident(s) as soon as possible
- clear disapproval of the behaviour (not the person)
- listen to all versions of the incident(s) without bias
- record incidents, points for action etc.
- meet/phone parents of children involved as appropriate to discuss a plan of action
- discussion – get participants to think about their behaviour – open questions
- offer mediation, reparation, restorative justice
- focus on positive solutions

STATUTORY

- discuss ways to respond in the future, work on changing behaviour and the perceptions of behaviour ('just a bit of fun', 'only joking' etc.).
- introduce sanctions-use with care- punitive action can mirror bullying
- ensure consistency – clear lines of reporting (Team Leader, Deputy, Head etc.)
- consider involvement of other pupils to support
- consider involvement of parents in positive problem-solving, changing behaviour.

Pupil involvement in the anti-bullying policy

It is important that incidents are dealt with at an early stage, so that children know that the school is concerned about bullying. Children need to know that they should speak out by telling a member of staff, or their parents. Therefore we aim to:

- raise awareness through the curriculum
- put positive messages across in assemblies, PSHE, dramas and role play
- give children opportunities to talk about bullying
- establish good relationships with parents and encourage them to discuss any concerns they may have regarding bullying
- allow opportunities for all children to develop their sense of self-esteem and positive behaviour patterns.