

Burton Salmon Community Primary School

*We aim to provide a rich, stimulating and enjoyable curriculum where children and adults work together
in a happy, secure and caring environment in which each individual is respected
and valued and all their achievements celebrated*

Anti-Bullying Policy

Bullying is wrong and damages individual children. At Burton Salmon Community Primary School we therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

In 2003 Ofsted published *Bullying; effective action in secondary schools*. This was followed by DfES guidance for schools under two headings; *Don't suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

DfES 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 (for example, being ignored or not spoken to).

During a school Council meeting the KS2 children defined bullying as:

“Bullying is verbal and/or physical attacks over a frequent period of time e.g. 2 weeks or more by 1 or more children.”

Aims of the Anti-Bullying Policy

To produce a consistent school response to any bullying incidents that may occur.

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

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, 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 ask the chair of governors to look into the matter. 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 her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement our anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of our 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 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 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 and support staff

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

In the office there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. Any adult who witnesses an act of bullying should record it in the logbook.

If staff witness an act of bullying, they will inform the Headteacher then either investigate it themselves or refer the situation to the Headteacher. Staff do all they can to support the child who is being bullied. The child's parent(s) will be informed and made aware of the situation, of how we are supporting the child and regularly updated.

Should any bullying take place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future.

If a child is repeatedly involved in bullying other children 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 contact external support agencies. This then may result in exclusion.

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 etc., within the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere

The role of parents

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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

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.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in two years, or earlier if necessary.