

Puddletown First School Anti-bullying policy

We see all learners and potential learners, and their parents and carers, as of equal value:

- **whether or not they are disabled,**
- **whatever their ethnicity, culture, religious affiliation, national origin or national status,**
- **whatever their gender or gender identity,**
- **whatever their sexual identity.**

Rationale

At Puddletown First School, we regard bullying as particularly serious and always take firm action against it. We encourage children to work against it, and to report any cases of bullying to a member of staff.

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Bullying can include sustained incidents of:

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching and kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- any of the above using ICT

Reasons that the victim is selected may include:

- their race/sex/class/LBGT & Q
- new child in school
- child with a family crisis
- children in care or adopted
- physical differences of any kind

All staff need to be aware that there may be no apparent reason for the child to be a victim of bullying. The child may be someone who is not assertive and unlikely to fight back, a loner with few friends, anxious or fearful, a younger children or someone outside a group.

Reasons for being a bully may be:

- victim of violence
- copying behaviour at home or on television
- enjoyment of power or creating fear

It occurs in people from all backgrounds - all cultures and races, both sexes and all ages.

Observations on bullying

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise victims from their peer group
- some victims also present bullying behaviour
- some victims are treated as culprits
- onlookers who take no action are condoning bullying and becoming part of the bullying process

Early signs that a child may be being bullied:

- he/she may become withdrawn or avoids social contact with their peers
- school learning may deteriorate
- he/she may invent illnesses
- he/she may show a desire to remain with adults
- there may be general unhappiness, anxiety or fear
- there may be bedwetting

Anti-Bullying at school

Prevention is better than cure, so we will:

- encourage the caring and nurturing side of children using the love of Jesus as an example
- use Collective Worship time to promote a caring, co-operative ethos
- discuss friendships
- use PHSE (Jig Saw) lessons to address issues around bullying
- use the Rights Respecting Schools programme
- positively encourage caring and discourage bullying
- work with all children equally
- involve the school council in gathering pupil views

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 Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school's anti bullying policy.

If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the headteacher. If they are still concerned, they should contact the Chair of the Governing Body via the school. (

The role of the Headteacher

- It is the responsibility of the Head Teacher to implement the school Anti- bullying Policy, 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 Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.

- The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

All adults to deal with situations quickly to prevent situations escalating.

All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.

Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the headteacher. Either the classteacher or headteacher will contact the children's parents.

There is an anti-bullying pro forma in which staff record all incidents of bullying that occur both in **and out of school**. Incidents that occur out of school may be on public transport, on the way to and from home to school or outside of school. All adults who witness an act of bullying should record it in the log. This will be kept in the headteacher's office.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately, including support for both the victim and perpetrator of the bullying. Further actions or support may be put in place after discussion with parents.

A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all. (

The role of Parents

It is important that school and parents work together against bullying.

The following statements do nothing to eliminate bullying, and so should be avoided:

- You must have done something to deserve it
- Go and hit them back
- Don't be a wimp
- Boys will be boys
- It will sort itself out
- It's part of growing up
- Take it like a man
- You must look after yourself
- Don't tell tales

Always tell the school if you think there may be a problem. At school, we can only take action if we know there is or may be a problem. If it is important to you and your child, then it is important to us at school.

Initial procedure following bullying

1. Give support to both the victim and the bully. The victim needs self esteem and self value. The bully needs to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying.
2. Be aware of, and tackle any racist or sexist language (ref Equal Opportunities Policy).
3. Make clear to the bully the unacceptability of bullying.
4. Inform the headteacher of the event using the school bullying proforma as a record of concern.
5. Follow up any actions taken, giving support to the victim to prevent any reoccurrence.
6. Reward any non-aggressive behaviour, by the bully, in school.
7. Discuss with other children involved the fact that watching and doing nothing is supporting the bully.
8. Use positive peer group pressure to promote acceptable behaviour.
9. Make an opportunity in PHSE lessons to address the issue (anonymously).
10. If appropriate, the classteacher or headteacher will inform parents of the event.
11. When bullying behaviour has been clearly established then further procedures will begin.

Further procedure following serious incidents of bullying

1. Parents will be contacted again and a formal meeting will be held with the headteacher to discuss further actions.
2. The perpetrator will be made aware of their actions and the impact of them. The expectations of the school will be made clear and the child may be given a period of time to demonstrate remorse. However a sanction may also be deemed necessary such as the removal of break time privileges.
3. If the bullying behaviour does not cease the perpetrator will have break time privileges removed for a fixed time
4. Where the bullying continues despite lack of break time privileges the perpetrator will undertake a period of internal exclusion when they will be taught away from their peers – usually under the supervision of the head teacher. This may include withdrawing the child from educational visits or off site sporting activities
5. Where the bullying behaviour has not improved then formal exclusion procedures will begin.
6. The Governors may become involved as described earlier.

Links with other Policies

This Policy has clear links with the following Policies:

- Behaviour Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Curriculum Policy
- DfE preventing and Tackling Bullying 2011

Availability of this Policy

All Parents will be informed of this Policy. It is available to all Parents and may be requested from the school office.

Reviewed CPC Oct 2015 Reviewed Safeguarding Audit 5.12.16 D Hunwick, P Burrows