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1. Introduction

1.1 What do we mean by bullying?

Bullying is deliberately hurtful behaviour that is sustained over a period of time. It has a detrimental effect on an individual's emotional and/or physical well-being. Bullying involves an imbalance of power between one person or group and another person or group.

1.2 Bullying can be:

Emotional - excluding, tormenting (e.g. hiding books, threatening gestures, taking belongings, spreading hurtful and untruthful rumours)

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 focusing on the issue of sexuality.

Verbal – Name calling, sarcasm, spreading rumours, teasing, making offensive comments.

Cyber - All areas of the internet and online, such as e-mail, social media and online gaming messaging and misuse, mobile threats by text and photo messaging and calls, misuse of associated technology i.e. camera and video facilities.

2. Aims

2.1 We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere without anxiety. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and parents should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a trusted adult.

2.2 Bullying is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is unacceptable.

2.3 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities and what to do if bullying arises.

2.4 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

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3. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school and/or begins to truant
- Becomes withdrawn, anxious or lacking in confidence.
- Attempts or threatens self-harm or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to underachieve in school work.
- Has possessions which are damaged or “go missing”
- Asks for money/starts stealing money/has other monies or personal items continually “lost”
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or their mobile phone.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

4. How we deal with bullying

- When bullying is reported to a member of staff or the headteacher, parents will be informed and asked to come in to a meeting to discuss the situation.
- The pupils involved in bullying behaviour may be asked to genuinely apologise. The school behaviour sanctions will be applied as appropriate and in serious cases, fixed term suspension will be considered.
- If possible, the pupils will be reconciled and/or an agreement reached for classroom seating/playtimes/arrival or departure from school/other protocol
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Support and counselling offered to pupils who have been bullied
- A written record of any incidents will be kept.

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5. The role of school staff

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

5.2 If staff witness an act of bullying, they do all they can to support the pupil who is being bullied.

5.3 If, as members of staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanction for the pupil who has carried out the bullying. We spend time talking to the pupil who has bullied: we explain why the action of the pupil was wrong, and we endeavour to help the pupil change their behaviour in future. If a pupil is repeatedly involved in bullying others, we inform the headteacher and SENCo and invite the pupil'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.

5.4 Teachers take proactive steps against bullying by following our PSHE Jigsaw programme of study and through circle time discussions. Staff discuss issues concerning bullying as a whole class and incorporate strategies and messages about anti-bullying and keeping safe through a number of curriculum areas including online safety lessons as part of the Computing curriculum. These messages are repeated through our school values, our assemblies, playground behaviour routines and during Anti-bullying week.

5.5 Staff attend behaviour training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.6 Staff support all pupils in their class and establish a climate of honesty, respect and responsibility for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying.

6. 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 or headteacher 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 community and discourage their child to react with physical violence: it will make matters worse.

6.3 Parents are encouraged to come in and talk to the teacher or headteacher and can email or telephone to arrange a meeting whenever they wish, to keep them informed.

6.4 Parents should report incidents to the school at an early stage and refrain from dealing directly with other pupils.

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7. The role of the pupils

7.1 It is not the pupils' fault if they are being bullied. If a pupil sees it happening or it is happening to them, they should tell someone they trust like parents, teachers or friends.

TELL A FRIEND, AN ADULT, ANYONE!

7.2 Pupils should always seek out a trusted adult to report bullying behaviour.

7.3 The Anti-bullying Ambassadors support other pupils in the school by being peer mentors and sharing key anti bullying messages. They also meet regularly each term with a member of staff to plan the focus of their work.

8. The role of the Headteacher

8.1 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 LGC (Local Governing Committee) about the effectiveness of the anti-bullying policy regularly.

8.2 The headteacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour. The headteacher may decide to use assemblies as a forum in which to discuss with pupils why bullying behaviour is wrong, both proactively and in response to a particular incident.

8.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

8.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. All staff encourage pupils to TELL a trusted adult if they think they are being bullied.

9. The role of the LGC (Local Governing Committee)

9.1 The LGC supports the headteacher in all attempts to eliminate bullying from our school. The LGC does not condone any form of bullying in our school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

9.2 The LGC monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The LGC require the headteacher to keep accurate records of all incidents of bullying and to report this at each LGC meeting including the effectiveness of school anti-bullying strategies.

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10. Bullying in the local community

10.1 It is the responsibility of parents or members of the local community to report any bullying involving pupils from the school to a member of staff.

10.2 Staff have a responsibility to respond to bullying allegations that occur in the local community and for passing on any information to any other organisations involved.

10.3 The school will deal with bullying online or in the community in the same way as any other bullying behaviour that takes place in school (see section 4).

11. Monitoring and review

This policy will be reviewed regularly by the Headteacher and the LGC in line with the school policy review cycle

12. Other related policies

This policy should be read in conjunction with the 'Child-friendly' Anti-bullying policy written and reviewed annually by the Anti-bullying Ambassadors.

Other related policies include:

Relationships & Behaviour policy
Safeguarding and Child Protection policy
Online safety policy
PSHE policy
Relationships and Sex Education policy