Woodham Burn Primary School

Anti-Bullying Policy

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Woodham Burn Community Primary School

Policy on Bullying

1 Introduction

1.1 It is a government requirement that all schools have an anti-bullying policy.

1.2 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 (e.g. being ignored or not spoken to).

2 Aims and objectives

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

2.2 We aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

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.

3 The role of governors

3.1 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.

3.2 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.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can raise this matter with governors via the Schools Complaints Procedure (available from the school office) 4 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 identify and 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 an assembly as the 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, including lunchtime staff, receive sufficient training to be equipped to identify and 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.

5 The role of the teacher and support staff

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

5.2 Teachers and support staff record all incidents of bullying or alleged bullying on the CPOMS system.

5.3 We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should make a CPOMs record.

5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender in accordance with the school policy for behaviour and discipline. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the pastoral manager. We then invite the child's parents or carers into the school to discuss the situation. Closer monitoring of the situation may then occur with all staff members being alerted to the issue via CPOMs. A ‘Bully Log’ may also be issued for a fixed period of time to all children involved to record incidents both during the school day and at home. This will also serve as an effective way of communication between home and school. A review meeting with parents may be called within a set time frame to monitor the situation and targets set for improvement. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as children’s services.

5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

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

6 The role of parents and carers

6.1 Parents and carers 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, available from the school office.

6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6.3 Parents are respectfully reminded that it is rarely helpful to try to resolve issues relating to bullying via 'Facebook' or similar and that in many cases this can actually inflame matters.

7 The role of pupils

7.1 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.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

8 Monitoring and review

8.1 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.

8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the CPOMs record of bullying, and by talking with staff, parents and children. Governors analyse information for patterns of people, places or groups. They look out in particular for racist or homophobic bullying, or bullying directed at children with disabilities or special educational needs.

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

8.4 Senior leaders review CPOMs records weekly to see if there are trends in behaviour either by individuals or towards individuals.