

LEARNING FIRST FEDERATION

Knypersley First School

2018

ANTI-BULLYING POLICY

PRINCIPLE OF POLICY

Knypersley First School seeks to provide a safe, secure and positive environment in which children can develop and grow making full use of the range of facilities available to them. In order to ensure a safe, secure and positive environment exists children, young people and the adults involved with them are entitled to be treated with respect and understanding and to participate in any activity free from intimidation.

THE NATURE OF BULLYING

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic focussing on the issue of sexuality, verbal name calling, sarcasm, spreading rumours, teasing, etc.
- Cyber All areas of internet ,such as email & internet chat room misuse.
Mobile threats by text messaging & calls
Misuse of associated technology , eg. cameras

It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion. Bullying is not a phenomenon which occurs solely between children. The above definition can also be seen to characterise some adult/adult, adult/child and child/adult relationships.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

We are committed to creating a stimulating, motivated and happy learning environment.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children, without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such incidents of this behaviour should be taken seriously.

BULLYING BEHAVIOUR

Bullying behaviour is not a natural part of growing up and should not be seen as such. Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Children and young people who bully are unlikely to stop if it is not challenged.

OTHERS INVOLVED

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullies in another.

For children transferring from First to Middle school the fear of bullying is widespread and therefore this need must be addressed by the primary school to ensure that this fear is eradicated.

Evidence has shown that bullying is a major concern for parents and children of all ages. Bullying is unacceptable behaviour and will not be tolerated at Knypersley First School.

Everyone in our school has a responsibility for the safety of others. All staff, children and young people are alerted to the fact that bullying can happen. We aim to provide and encourage a safe, listening 'no secrets' environment in which adults, children and young people feel free to discuss their concerns regarding bullying behaviour in an open fashion, on a regular basis whenever necessary.

AN OVERVIEW OF ACTION TO BE TAKEN IF BULLYING OCCURS

1. Make anyone who alleges they have been bullied immediately feel safe
2. Any incident will be investigated and appropriate action taken as part of the investigation
3. Incidents will be recorded and subsequent action taken where needed
4. Due consideration will be given to confidential issues
5. Parents will be informed
6. Action will be monitored and evaluated

7. Victims of bullying will be supported by staff and guided as to further action needed
8. Appropriate action will be taken when necessary to prevent further bullying taking place

To ensure the above actions take place swiftly and effectively, specific roles and responsibilities are as follows:

The role of the Classteacher

Teachers in our school take all forms of bullying seriously, and will intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

We keep a log on the SIMs system of all incidents of bullying.

If, as teachers, we become aware of any bullying taking place between members of a class, we will deal with the issue immediately. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Associate head teacher and the Inclusion Leader. We then 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 Associate head teacher may contact external support agencies such as the social services.

Training is available to all staff which will enable them to become equipped to deal with incidents of bullying and behaviour management. Personal training requirements will be reviewed as part of the staff performance management annual cycle.

Teachers will attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of the Associate Headteacher

It is the responsibility of the Executive 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 Executive head teacher reports to the governing body about the effectiveness of the anti-bullying policy on an annual basis.

The Associate head teacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Associate head teacher will draw the attention of children to this fact at suitable moments. For example, if an

incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Associate head teacher will ensure that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Associate head teacher set 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 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.

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.

The role of Governors

The governing body supports the Executive and Associate head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body will monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Associate headteacher to keep accurate records of all incidents of bullying and to report to the governors annually about the effectiveness of school anti-bullying strategies.

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the Executive headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Monitoring and review

Owing to the sensitive nature of this policy the monitoring of its effectiveness takes place on a day-to-day basis by the Associate head teacher, who reports to governors about the effectiveness of the policy on an annual basis, this will include the number of bullying incidents recorded and the schools response and actions.

Governors will analyse the information provided with regard to gender, age and ethnic background of all children involved in bullying incidents, referring to other related policies such as Behaviour and Inclusion Policies

Signature:.....

Date:.....

Chair of Governors

Signature:.....

Date:.....

Safeguarding Link Governor