



Nurturing &
growing together

GOVERNORS OF STAR PRIMARY SCHOOL

Anti-Bullying Policy

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

The purpose of this policy is to:

- Set out the key principles expected of all members of the school community at Star Primary School with respect to acceptable behaviours.
- Safeguard and protect the children, staff and community of Star Primary.
- Assist school staff working with children to work safely and responsibly while monitoring their own standards and practice.
- Set clear expectations and/or codes of practice relevant to managing and dealing with challenging behaviour.
- Have clear structures to deal with physical, verbal, emotional, covert and virtual/online abuse or bullying.
- Ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimise the risk of misplaced or malicious allegations made against adults who work with pupils.

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____ (Head Teacher)

(Signed) _____ Dated _____ (Chair of Governors)

Policy Date: March 2017

Review Date: March 2018

1 Introduction

It is a government requirement that all schools have an anti-bullying policy. In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect); harassment and victimisation are challenged to ensure equality. This policy, along with the SEN & Disability Policy and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty. This policy reflects this guidance and the principles enshrined in 'Every Child Matters'.

The law requires that governing bodies and schools must:

- From time to time review and make a written statement of general principles and measures to promote good behaviour; [Section 88(2)(a) Education and Inspections Act 2006 (EIA 2006)]
- This statement of principles should be shared by the head teacher, other appropriate members of staff, parents and all pupils;
- Promote the well-being of pupils in their schools; [Ref: Section 21(5) Education Act 2002 (EA 2002), inserted by section 38 Education and Inspections Act 2006.]
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils; [Ref: Section 175(2) Education Act 2002]

Gov.uk defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. The definition from <https://www.gov.uk/bullying-at-school/bullying-a-definition> states the following:

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

2 Aims and objectives

- 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.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents including those on electronic devices; that may occur.
- 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

- 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 School Safeguarding Link Governor, Ms S Hendrickson, will liaise with the Senior Leadership team to review and monitor behaviour at Star.

- The governing body will monitor incidents of bullying and cyber-bullying that occur, and will review 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 him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

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.

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. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHCE lessons and when dealing with specific incidences of inappropriate behaviour. 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.

This policy applies to all members of Star Primary community both in and out of school as the headteacher is required by the Education and Inspections Act 2006 as is reasonable regulate the behaviour of pupils when they are off the school site and impose disciplinary penalties for inappropriate behaviour and bullying. The headteacher and staff at Star will, when asked, direct parents to guidance and support to empower them to deal with bullying that occurs out of school.

This is pertinent to incidents of bullying that occur outside of school and includes incidents of online or cyber-bullying via email, social networks and instant messaging applications that may take place outside of the school, but is linked to membership of the school.

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.

5 The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. With the emergence of new technology, staff should be aware of e-safety issues related to the use of the internet, mobile phones, cameras and hand held devices and monitor their use and possible misuse in any incidents of bullying.

Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, ongoing work to support the child will take place. This is usually shared among the Teacher, Teaching Assistant and Behaviour Councillor. Parents are informed and reassured that the school takes this issue very seriously and will do its utmost to eradicate bullying and to support children who suffer forms of bullying.

When any bullying has taken place between members of a class, the teacher will ask our school counsellor to deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. 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 family support worker and head teacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services or the police.

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

Parents are expected to do all they can to keep their child safe by modelling and enforcing positive behaviour. The school can advise parents on measures needed to keep their children safe however the school will not routinely act directly to address incidents at home. 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 and wider community.

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 or family support worker 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, as detailed in the school Prospectus.

A school leaflet has been produced and distributed to parents containing information on how to identify and deal with bullying including e-safety awareness. These leaflets also contain information on other agencies who can give advice regarding bullying and the legal position towards certain forms of online bullying eg: sexting and instagram.

7 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. In the case of inappropriate comments, suggestions or materials that they are exposed to online, they should report it and if possible keep the evidence.

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

A school leaflet has been produced on what to do if children experience bullying. The school's e-safety web page contains links with advice from organisations on how to deal with online bullying.

8. Monitoring and review:

The effectiveness of our anti-bullying strategies are monitored by the head teacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act 2010.

9 Links to other policies

This policy should be read in conjunction with:

**Statement of principles on Behaviour Policy
E-Safety Policy and Website**

Child Safeguarding Policy