



M13

Anti Bullying

Policy

Reviewed January 2016

1. Ethos

The ethos at Ash Green is to challenge any bullying or prejudiced-based behaviour (or attitudes which condone bullying behaviour) within an open culture that actively promotes all aspects of pupil welfare to ensure that pupils:

- Stay safe and feel safe in school
- Are confident in staying safe from abuse and exploitation
- Understand how to keep themselves and others safe in different situations and settings
- Work hard with the school to prevent all forms of bullying, including on-line bullying and prejudiced based bullying
- Deal effectively with any instances of bullying and use of derogatory and aggressive language

2. Definition

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying can take many forms but there are three main types:

- Physical (hitting, kicking, taking belongings)
- Verbal (threatening, name-calling, use of derogatory or aggressive language, particularly related to ethnicity or sexuality)
- Indirect (cyber-bullying, spreading 'stories', exclusion from social groups, inappropriate use of mobile technology and networking sites)

Bullying is frightening, hurting or threatening someone on purpose to one or more children, over and over again. Picking on someone more than once is bullying.

Being bullied is getting frightened, hurt or threatened by others, on purpose, over and over again. Getting picked on more than once is being bullied.

3. Aims

Leaders promote equality of opportunity and diversity so that staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Staff are able to identify pupils who may be at risk of bullying, radicalisation or extremism and are vigilant, confident and competent to encourage open discussion with pupils. Leaders, staff and pupils therefore do not tolerate prejudiced behaviour.

In order to achieve this, the school aims to:

- Implement regular and relevant anti-bullying training for all staff so that they are vigilant and responsive to bullying behaviour
- Sustain our anti-bullying ethos in school by regularly seeking and acting upon the views of children and parents, reporting satisfaction levels regularly to the Governing Body
- Sustain awareness about bullying behaviour and the school's anti bullying policy so that school will be alerted about any incident at the earliest opportunity
- Provide opportunities across the curriculum for pupils to openly challenge bullying behaviour
- Build pupils' skills and self-esteem to deal effectively with 'bullying' situations
- Ensure that pupils will tell a member of staff or parent about any bullying incident
- Constantly reinforce to pupils and parents that the school is actively trying to prevent bullying behaviour
- Encourage parents to look for indicative signs of bullying and to know what signs to look for
- Monitor and regularly review the number and types of any incidents of bullying and report termly to governors utilising CPOMS to evaluate the impact of the school's work

4. Policy

Prevention of bullying

Ash Green employs a variety of curriculum approaches encouraging pupils to talk openly about bullying and how they themselves can help to challenge bullying behaviour. Through a programme of Personal, Social and Health Education (incorporating quality circle time and Social and Emotional Aspects of Learning) the following issues are addressed:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied/to bully?
- What are the effects of bullying behaviour on bullied pupils, on pupils who bully others, on bystanders?
- What would our school (our community and our society) be like if bullying behaviour were acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?
- What action to take around cyber-bullying

This work is extended across many subject areas within the existing curriculum to promote anti-bullying values and co-operative behaviour. **In addition, issues about bullying are discussed in class councils and at school council and through assemblies. We also actively promote an annual anti-bullying week.**

Staff are trained to continually look for any changes in children's moods or behaviour that might indicate a pupil is the victim of bullying.

The role of parents

Parents have a vital part to play in supporting school to prevent bullying. It is helpful if you make a note of what your child tells you, especially of who was involved, and when and where the incident happened.

Evidence suggests that some children are more likely to be bullied than others. If your child falls into one of the following groups you should be especially watchful for any signs that your child is being bullied:

If your child hasn't any close friends

If your child is shy

If you tend to be over-protective of your child

If your child belongs to a different ethnic group from the majority

If your child has special educational needs

If your child sometimes behaves inappropriately, for example by barging into other children's games, or becoming a nuisance to other pupils

Signs to look for are:

Any unexplained bumps or bruises

Your child becoming tearful without apparent reason

Your 'noisy' child suddenly becoming subdued

Your 'quiet' child being even more withdrawn

Your usually popular child having long periods without friends

Your normally healthy child starting to regularly complain of feeling unwell in the morning

If your child tells you they are being bullied, or if you suspect it, contact your child's class teacher. In the case of serious or prolonged bullying, then contact a senior leader. Hopefully, the situation will be resolved quickly and effectively. If, however, you are not satisfied with the outcome, you may contact the Chair of Governors.

Parents meetings and workshops are regularly held to discuss bullying issues, particularly around the dangers of inappropriate use of mobile technology and social networking sites.

It is important to remember that isolated incidents of physical, verbal or cyber abuse are not defined as bullying. Nonetheless, these incidents are very unpleasant and must be resolved at the earliest opportunity.

School procedures and monitoring of incidents

It is essential that all children be taken seriously when they tell of incidents which may be bullying. It is only by careful monitoring of such incidents that bullying can be identified and stopped:

- When a pupil tells a teacher of an incident that may be bullying the teacher will investigate
- When a pupil tells a teaching assistant, that assistant will pass this information on to a teaching member of staff
- When a child tells a mid-day supervisor, he/she will alert a senior leader
- If it is clear that an incident has taken place it will be recorded on the CPOMS system
- Appropriate sanctions will be applied
- Where appropriate, the child's parents will be informed as will the parents of the aggressor
- Pupil(s) involved will be given strategies to keep themselves safe. These will be carefully discussed with them and will be appropriate to the situation
- Pupils will be given the option of staying by the person on duty at breaks. They will not necessarily say anything, but the staff member on duty needs to be alert to any child who is staying close by
- When a parent reports an incident to school it will be logged and actioned as above
- If a parent feels the need to report an incident to a governor, that governor will refer the parent to a senior leader if this has not been previously raised. If it has been raised previously and the parent is not satisfied with the outcome from the head teacher, then a complaint should be put in writing to the chair of governors in accordance with the school's complaints procedure (see Policy M53)
- Numbers and types of incidents will be carefully monitored and regularly reviewed by the senior leadership team utilising the CPOMS system. The head teacher will provide a termly report to the governing body

An annual anti-bullying survey is undertaken throughout school to aid school self-evaluation and subsequent development planning.

Any incidents (however rare) of racist, disability or homophobic bullying are also reported to the Local Authority on a quarterly basis. A summary of this is included in the termly head teacher's report to the full Governing Body.

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