

Dunannie Anti-bullying Policy Including EYFS

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Author	The Head of Dunannie
Review body (individual or group)	Victoria Homewood
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Tick which category this document refers to:

ISI requirement to be made available	
ISI requirement to be on website	
Website	
Internal only	

Definition

Bullying is repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. We are committed to a policy of inclusion, to equality and justice. We believe that bullying behaviour is totally unacceptable. We care for every individual and actively promote good behaviour recognising that even young children can understand the consequences of their own actions. We believe that where an anti-bullying culture is promoted through teaching values, attitudes and skills which foster mutual respect and caring between children and teachers and younger and older pupils and bullying is challenged effectively, pupils will feel safe and happy.

This policy aims to produce a consistent school response to any bullying incidents 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.

Aims and Objectives

All children to feel safe, to learn, play and enjoy the company of others.

All children to be treated fairly, with respect and dignity.

We listen carefully to what children have to say and treat all children's accounts with due seriousness. Children and staff adhere to the 3 Schools Safeguarding Policy and the PSHE Policy and Scheme of Work.

Main types of bullying

- Physical - hitting, kicking, taking belongings etc.
- Verbal - name calling, insulting, making offensive remarks etc.
- Indirect-spreading nasty stories about someone, unreasonable exclusion from social groups, being made subject of malicious rumours etc.
- Cyberbullying-bullying carried out through the use of mobile phones or computers.
- Damage to Property or Theft-Pupils may have their property damaged or stolen.
- Physical threats and coercion.

General Sanctions

- A quiet word is often enough, particularly with certain pupils who may not be regular offenders.

- On occasion the Head may suggest that time at home offering time and space for child and parents to reflect together may be useful. This measure is entirely supportive, does not go on file and is NOT suspension but will be recorded in the Sanctions book.
- Exclusion from playtime – sitting alone in a supervised area
- Also see Consequences of the Golden Rules.

Strategies in School to Address Bullying Behaviour include:

- Ensuring there are clear links between our Anti-Bullying, PSHE and Behaviour policies.
- Ensuring there is clear and consistent implantation of the Golden Rules, rewards and consequences throughout the school.
- Making sure there is Zero tolerance of unkind behaviour in word, deed or action
- Playground rules are followed
- Class teacher or Head records incidents recorded in Sanction Book or in the Day Book.
- Listening carefully to pupils and providing opportunities for them to express views and opinions- for example during Circle Time
- Multi-agency work – eg: working with Educational/Clinical Psychologists, Counsellors, if appropriate DSL
- Involving parents and the school community.
- Making use of curriculum opportunities to raise pupil awareness eg through PSHE, RE, cross-curricula themes, drama, story writing and literature as appropriate.
- Assemblies are themed to highlight issues.
- Include all staff in training-consistent approach
- Teaching children to say 'no' when appropriate or to get help

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Stay with a group of friends/people. There is safety in numbers.

- Be assertive – shout “No!” Walk confidently away. Go straight to a teacher or member of staff. Fighting back may make things worse.
- Coping strategies to be shared with the children (see Staff Handbook)

What do you do if You Know Someone Is Being Bullied?

- Follow the PSHE Programme of Study

The Role of the Head

It is the responsibility of the Head to implement the school Anti-Bullying policy and 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 Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head draws the attention of children to this fact at suitable moments.

The Head ensures that all staff receive appropriate training to be equipped to deal with all incidents of bullying.

The Head 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.

If a child is repeatedly involved in bullying other children the Head is informed. Parents are invited to school to discuss the situation and in extreme cases, where initial discussions have proven ineffective external agencies may be contacted.

The Role of the Teacher

Teachers take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record any incidents that happen in the Day Book.

If teachers witness an act of bullying, we deal with the issue immediately. If we find a child is being bullied. If a child is being bullied, then, after consultation with the Head, a meeting is held with the child's parents.

If, as teachers, 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 action taken with the child who has carried out the bullying. 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 Head.

Teachers attend appropriate training enabling them 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.

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Involving Parents

Parental support is one of the keys to the success of our anti-bullying policy and it is available for parents to read on the website. 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. Parents should be encouraged to look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

We consult and communicate with parents on a regular basis. 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, and must not approach that child on the playground. Parents should explain to their child that it is not their fault that they are being bullied.

Parents should reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

It is important that every parent will be taken seriously. The first point of contact for the parent is the child's class teacher.

Class teachers will follow the following steps:-

- Recognise that the parent may be angry or upset
- Keep an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred
- Remain calm and understanding
- Make it clear that the school does care and that appropriate action will be taken
- Explain the agreed school procedures and policy and ensure these are followed.
- Make a written record of the meeting.

If a parent doesn't feel that the situation can or has been dealt with adequately by the class teacher then the next stage is to contact the Head.

Dealing with Reported Incidents of Bullying

At Dunannie we adhere to 5 key points:-

- 1 We never ignore suspected bullying*
- 2 We don't make premature assumptions*
- 3 We listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth*
- 4 We adopt a problem solving approach*
- 5 We follow up repeatedly, checking bullying has not resumed*

If a child has been bullying the action followed will depend on the severity of the incident. However, a hierarchy of sanctions will be followed which are set out below. Depending on the severity of the incident.

We will:

Warn them not to do it again;

Then

If it is serious or the child has repeated the behaviour after being warned a telephone call will be made to their parents and/or a letter will be sent to their parents/carers and the child will lose a privilege. This procedure will be appropriate to the age of the child.

Then

Parents/carers will be invited into school to discuss the incidents. In some circumstances outside professional agencies may be contacted for further help and advice.

Then

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Parents will be invited again to review progress and/or for a final warning before exclusion.

Then

The Head may make the decision to exclude the child immediately, in consultation with the Head of Bedales School.

Monitoring and Evaluating the Policy

The effectiveness of the policy will be regularly monitored and evaluated by the headteacher and class teachers, through the following methods:-

- Checking the class teacher / Head records for frequency of incidents and possible patterns
- Staff meetings
- Talking with pupils e.g. in circle time
- Playground observations and playground records
- Small group interviews – or individual interviews

Reviewed: Jo Webber, February 2018

Next Review Date: February 2019

Signed: _____