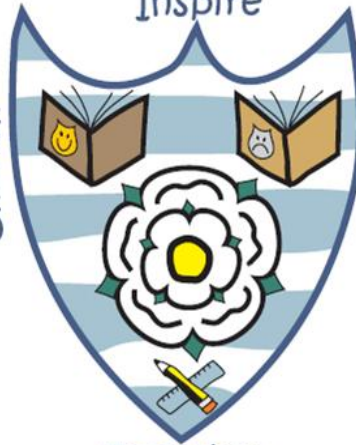


Birkwood Primary

Inspire

Cherish



Achieve

Together

School

# **ANTI-BULLYING POLICY**

**UPDATED FEBRUARY 2010**

At Birkwood Primary School we want to create a caring, happy atmosphere in which children feel safe and secure and can learn without interference or intimidation from others, in line with our school vision. We aim to deal with each issue individually, personally and flexibly.

*'Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.'* (DCSF 'Safe to Learn')

### **We therefore take bullying very seriously.**

#### **The Aims of our Anti-Bullying Policy:**

- To develop an awareness of the problems that bullying brings to those who are victims.
- To allow children to talk freely about their problems and give them support.
- To create a school ethos which encourages co-operation, friendliness and care for others.
- To have good communication between home and school.
- To create a structure so that staff know what to do when bullying occurs.
- To constantly work at stopping bullying and to review whether or not what we are doing is effective.

#### **What is bullying?**

Bullying is action taken by one or more children with the deliberate intention of continually hurting another child, verbally, psychologically or physical in nature. It may have racist, sexist or homophobic features. In addition, emotional bullying which can be via social network sites (ie cyber bullying), text messages voice mails on mobile phones as well as through verbal means such as name calling.

- Bullying is found within all age groups in all educational settings and can happen to anyone.
- Bullying is defined by the intention of the perpetrator and the feelings and experience of the victim.
- Bullying hurts: no-one deserves to be a victim of bullying

#### **A 'one-off' incident does not constitute bullying.**

Children may not mean to harm another child or make them feel frightened but everyone in school needs to be aware of the effect our actions can have on others. However, some children may wrongly perceive that they are being bullied in order to gain attention or to offset anxieties they have about wider aspects of home or school life. We recognise that these children also need help and support.

#### **Why do some children bully others?**

There are many reasons why a child may become a bully. It could be that some children turn to bullying as a way of coping with a difficult situation, a family problem or being bullied themselves. Sometimes they turn to bullying as a way of seeking attention. Whatever the causes of bullying, bullies pick on others to make life better for themselves. They are often not happy and use bullying as a way of trying to become popular and get friends.

## **What are the signs of bullying?**

Children may:

- Be frightened to walk to and from school.
- Be unwilling to go to school.
- Feel ill in the mornings.
- Begin truanting.
- Show signs of academic achievement slipping.
- Behave badly.
- Become stressed and anxious.

## **Our school procedure for dealing with bullying:**

1. All suspected bullying incidents should be taken seriously and investigated thoroughly.
2. Find out as much as you can relating to the incident.
3. Following the investigation, decide if this was a bullying incident (incident report to be completed after step 3.)
4. If bullying has taken place, take action as soon as possible.
5. Provide support for the person who has been bullied.
6. Make the bully aware of the consequences of his/her actions.
7. The school will take steps to help the bully/bullies change their behaviour.
8. In serious cases parents will be informed and asked to come to a meeting to discuss the problem.

Whenever a child or parent of a child reports bullying it is taken seriously.

## **Outcomes**

1. A range of sanctions will be applied as the Headteacher deems appropriate in line with our Behaviour and Discipline policy – please see Appendix 1.
2. The bully/bullies may be asked to genuinely apologise; other consequences may take place.
3. In serious cases exclusion will be considered.
4. If possible pupils will be reconciled.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. the school reports all incidents of bullying, including type, to the Local Authority.

## **Sanctions**

Sanctions have 3 main purposes:

- To impress on the bully that what she/he has done is unacceptable;
- To deter him/her from repeating the behaviour; and
- Send a clear message to other children that the behaviour is unacceptable.

## **Prevention**

Through PSHE, assembly, circle time and other appropriate facets of the curriculum, aspects of personal and social behaviour will be taught so children can:

- Recognise bullying behaviour

- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to
- Feel confident that they will be listened to and supported
- Make children fully aware that bullying is a serious breach of the school rules and will not be tolerated

### **The role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body does not allow bullying to take place and any incidents of bullying that do occur are taken seriously and dealt with appropriately.

### **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) is aware of the school policy and know how to 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 school. The Headteacher sets the school climate of mutual support and praise for success, 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 the teacher**

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen involving children in their class. If teachers witness bullying, they do all they can to support the child who is being bullied. If teachers are aware of bullying taking place between members of a class, we deal with the issue immediately. This may involve counseling and support for the victim of the bullying and punishment for the child who has carried out the bullying. We spend time talking to the child who has been bullied, we explain why the action of the child is wrong, and we endeavour to help the child change their behaviour in future. Teachers do their best to support all children in their class and to establish a climate of trust and respect for all by praising rewarding and celebrating the successes.

### **The role of the 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.

### **Monitoring and review**

This policy has regard to the DCSF 'Safe to Learn' guidance. It is monitored bi-annually and will be reviewed in March 2012.

Signed \_\_\_\_\_ Headteacher                      Date \_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors      Date \_\_\_\_\_

## APPENDIX 1

	<b>Behaviour</b>	<b>Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<p><b>Aggravations</b></p> <p>Calling out, interrupting teacher when talking to whole class, interrupting / distracting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.</p>	<p>Reminder of right way to behave</p> <p>Minimal</p> <p>Eye contact</p> <p>Frowns</p> <p>Proximity</p> <p>Reminders</p> <p>Change of seating</p>	<p>Not recorded. Teacher speaks informally to parent. After several repetitions within a certain time period eg 3 incidents in a morning, a warning is given that the next time it will be viewed more seriously, with Headteacher involvement.</p>
<b>Stage 2</b>	<p><b>Less Serious</b></p> <p>Wandering about, eating sweets, and not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do set tasks. Accidental damage through carelessness. Dallying. Cheek, off-handed comments. Minor challenge to authority. Swearing. Annoying other children.</p>	<p>Separation from the rest of the class group. Writing a letter of apology. Child to stand apart from class group and rejoin when they feel ready to do so. (Mainly in assembly or larger group times) Completing unfinished work at playtime. Time out of class as appropriate 1/2/3/4/5 minute detention. Headteacher involvement - speaks to child.</p>	<p>Discussion with child about behaviour. Reminder of right way to behave. Class teacher speaks to parents. Reminder that incident is being recorded in Headteacher's file, and that parents will be contacted by the Headteacher unless there is an immediate improvement.</p>
<b>Stage 3</b>	<p><b>More Serious</b></p> <p>Deliberately throwing small objects with intention of breaking them. Harming someone. Damaging school/ pupil's property. Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek / challenge to authority. Harmful / offensive name calling. Bullying.</p>	<p>Exclusion from class. Entry in Headteacher's file. Pupil encouraged with praise and stickers for improvement. Monitoring form if judged necessary. Headteacher involvement with pupil and <i>warning of exclusion</i> if misbehaviour continues. <i>Possibility of exclusion.</i></p>	<p>Recorded in Headteacher's file. Contact with parents by Headteacher through standard letter. Parents offered meeting to discuss behaviour and sanctions.</p> <p>Placing on SEN register.</p>
<b>Stage 4</b>	<p><b>Very Serious</b></p> <p>Repeatedly leaving classroom without permission. Fighting or intentional physical harm to another child. Throwing large dangerous objects. Serious challenge to authority / lack of respect / verbal abuse to any member of staff. Vandalism. Stealing. Persistent bullying.</p>	<p>Requires immediate involvement of Headteacher with child and parents. Telephone call / meeting with parents at end of day (if available) / letter to parents. <i>Exclusion</i> for lunch time period(s) / minimum of 1 day, as appropriate - immediate if judged necessary.</p>	<p>Recorded in Headteacher's file. Formal contact with parents by Headteacher. Moving to School Action Plus on SEN register. Possibility of involvement of outside agencies</p>
<b>Stage 5</b>	<p><b>Extremely Serious</b></p> <p>Extreme danger of violence. Very serious challenge to authority. Verbal / Physical abuse to any staff. Persistent bullying. Running out of school.</p>	<p>Parents contacted to collect child</p> <p><i>Immediate exclusion.</i></p> <p>Fixed term - up to ..... days.</p>	<p>Possibility of permanent exclusion in future.</p>

