



Milverton House School and Nursery

Anti Bullying Policy

Related Policy – Behaviour and Exclusion Policy

1 Introduction

We believe 'bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'. (DfE)

We acknowledge that if bullying is left unaddressed it 'can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health' not only in childhood but also into adulthood.

We believe it is our moral and legal duty to protect lesbian, gay, bisexual, and transgender. Pupils and school personnel from all forms of bullying and to educate all pupils about the important role that lesbian, gay, bisexual, and transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We work hard to demonstrate the effectiveness of this policy by ensuring all incidents of bullying are investigated, are dealt with and the outcome of each incident.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

2 Aims and objectives

- 2.1 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.
 - 2.2 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.
 - 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
 - 2.4 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.
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- 3.1 It is the responsibility of the head teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
 - 3.2 The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher 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.
 - 3.3 The head teacher ensures that all staff, including lunchtime staff, receives sufficient support to identify and deal with all incidents of bullying.
 - 3.4 The head teacher 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.

3 The Role of the head teacher

The Head teacher will:

- 3.1 Implement this policy;
Ensure that all school personnel are aware of the policy;
Work to create a safe, secure, caring and friendly school environment for all children;
Ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
Work hard with school personnel to create an ethos of good behaviour;
Encourage school personnel to 'proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place';
Ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
Investigate all reported incidents of bullying;
Ensure that all pupils understand that bullying is wrong;
Ensure that all parents aware of this policy and that we do not tolerate bullying;
Raise awareness of bullying with pupils, parents, school personnel on the grounds of protected characteristics;
Consult with pupils and parents to identify the extent and nature of bullying in the school;

Inform parents of any incident of bullying and how it has been dealt with;
Ensure school personnel report and record incidents of bullying;

3.2.1 The head teacher will ensure records of all incidents of bullying are:

Stored in a secure place;
Kept for a specific period of time;
Kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
Kept in a uniform and systematic way
Kept as well as specific types of bullying and their outcomes;
Are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;
Used to effectively track pupils through school;

Ensure counselling and support mechanisms are in place to help those who have been bullied;
Ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;

3.3 Discuss with the school council and children:

A definition for bullying.

Are pupils aware of this policy?

How can bullying be effectively dealt with?

How good are school personnel in dealing with incidents of bullying?

How good are school personnel in identifying the symptoms of bullying amongst pupils?

The Head master, SMT and in cases Staff will then

Support any pupil who has been bullied;
Encourage any bully to change their behaviour;
Impose sanctions on any pupil who continues to bully;
Consider permanent exclusion in the most serious incidents of bullying;
Make effective use of relevant research and information to improve this policy;
Work closely with external agencies to support pupils who experience bullying;
Work with anti-bullying organisations when dealing with certain forms of bullying;
Ensure effective supervision is in place between lessons, break times and lunchtimes;
Work with the wider community to deal with bullying that takes place outside school;
Deal with any form of bullying that takes place to and from school;
Proactively work with the police, parents/carers and the local community to help reduce local tensions;
Provide leadership and vision in respect of equality;
Provide guidance, support and training to all staff;
Monitor the effectiveness of this policy by monitoring:

4 The role of the teacher and support staff

4.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

4.2 Teachers 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 will either investigate it themselves or refer it to the head teacher. 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, then, after consultation with the head teacher, the teacher informs the child's parents or carers.

- 4.3 In the Head masters office there is an incident book in which staff may record incidents of bullying that occur both in and out of class.
- 4.4 When any bullying has taken place between members of a class, the teacher will 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 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 head teacher may contact external support agencies, such as the social services.
- 4.5 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.

5 The role of parents and carers

- 5.1 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 immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 5.2 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.

6 The role of pupils

- 6.1 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.
- 6.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

7 Monitoring and review

- 7.1 This policy is monitored on a day-to-day basis by the head teacher.
- 7.2 The anti-bullying policy is the schools' responsibility; they do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the head teacher.

Signed: O Pipe

Date: 20/7/17