



Madras V.A. Primary School

'Every child will succeed in a caring and supportive environment'

Anti-Bullying Policy

Rationale

Everyone at Madras' Primary School has the right to feel welcome, secure and happy. As a church school, we also promote Christian teachings and beliefs through all aspects of school life. Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to prevent it from happening and this policy contains guidelines to support this ethos. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within school to prevent further bullying. It is our aim to help build an anti-bullying ethos in our school.

Definition

Bullying is the use of aggressive behaviour, name-calling or intimidation with the **intention of hurting another person**. Bullying results in pain and distress to the victim.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

(For more guidance on Cyber bullying please see the E-Safety policy)

To a child bullying is:

- Deliberately hurtful
- Repeated
- Difficult to counteract by the victim
- Different from random acts
- Characterised by an 'imbalance of power' e.g. a more powerful person or persons intentionally hurting a less powerful person or persons.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during out of school group activities and between families.

Bullies and Victims

A child who 'bullies' may not be a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

Bullies are often lacking in interpersonal skills, where it involves a group, the ring leaders will need good social skills and intelligence. They are often charismatic but manipulative young people.

A bully is usually a person who:

- Is uncaring and lacking in empathy
- Often aggressive, easily resorting to violence
- Is poor in communication and co-operative skills
- Is insecure, possibly due to problems at home or at school
- Feel a need to gain control or power
- Will lie and be deceitful
- Need to impress and gain attention
- Have a poor sense of responsibility

A victim is usually a person who:

- Is timid and non-assertive
- Is introverted and shy
- Have low self-esteem
- Physically weak
- Is different in some obvious respect (Special Educational Needs, colour, wears glasses, is overweight etc)

It is not when two people have an occasional disagreement or squabble.

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 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

Prevention

We use a variety of methods for helping children to prevent bullying through Playground Buddies, class assemblies, SAP, Talk Time, School Council, Circle Time, or during Personal and Social Education lessons. Our behavior system, *Good to be Green*, also encourages good behavior and bullying of any kind has consequences. Children are also consulted through in-school pupil questionnaires. The results of these questionnaires are promptly responded to by staff. Pupils can express any concerns by using our worry box.

The ethos and working philosophy of Madras' School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

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 governing body monitors incidents of bullying that do occur, and reviews 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 her to conduct an investigation into the case, and to report back to a representative of the governing body.

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. 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.

The headteacher ensures that all staff, including lunchtime staff, receives 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.

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.

Children are encouraged to report such incidents to an adult in school. If a pupil tells another pupil that they are being bullied, or if they see bullying taking place, it is their responsibility to tell a member of staff.

A record will be kept of incidents. The classteacher will be responsible for this and will be required to file a copy of the report and the action taken (standard form to be completed) in the Bullying Incident File kept in the office. Older pupils may be asked to write a report themselves. All such incidents must be reported verbally to the class teacher at the end of the break or lunchtime session by the adult who has been involved.

For any other incidents at any other time in class or e.g. at swimming, the class teacher is the first point of reporting.

If children from different classes are involved, this may result in several teachers acting as facilitators.

All proven incidences of bullying should be reported immediately to the headteacher.

How to deal with incidents of bullying – class teachers

- Be vigilant for signs of bullying
- Always take reports of incidents seriously and investigate them
- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean that they are telling the truth. Discuss issues appropriate to the issue and to their age and level of understanding.
- If the incident is not too serious, adopt a problem-solving approach which moves pupils on from justifying themselves.
- Class teachers will follow up and check that the bullying has not resumed and initial and date the incident form in the file when they have made these checks.
- The Head Teacher will check this file on a termly basis. The incident file will show the history of potential bullies and potential victims.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the Behaviour Support Team.

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.

The role of 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. 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.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

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.

Pupils are invited to tell us their views about a range of school issues, including bullying.

Equal Opportunities

Equality of opportunity means that all children have the opportunity to achieve the best possible development, regardless of their gender, ability, ethnicity, circumstances or age. Some vulnerable children may have been particularly disadvantaged in their access to important opportunities and their health and educational needs will require particular attention in order to optimise their current welfare as well as their long-term outcomes in young adulthood.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They will do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors will analyse information for patterns of people, places or groups. They will look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy was updated in September 2018

Signed _____ Chair of Governors

Signed _____ Head teacher

Signed _____ School Council

This policy will be reviewed in September 2019