

Bowhill Primary School

Anti-bullying Policy

1 Introduction

1.1 In the SEAL definition of bullying, there are three key characteristics. These are that bullying is:

- (i) **ongoing** (it is not the same as conflict between two equals or random unprovoked aggressive acts);
- (ii) deliberate/targeted;
- (iii) **unequal** – it involves a power imbalance (this can result from size, number, higher status, or as a result of having access to limited resources).

1.2 Bullying can take a number of different forms. The Department of Education and Early Childhood Development's Bullying Respectful and Safe Schools (2010) identifies four types of bullying:

- (i) **Physical bullying** – physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property;
- (ii) **Verbal bullying** – verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.
- (iii) **Covert bullying** – covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
 - Lying and spreading rumours
 - Negative facial or physical gestures, menacing or contemptuous looks
 - Playing nasty jokes to embarrass or humiliate
 - Mimicking unkindly
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation or social acceptance
- (iv) **Cyberbullying** – cyberbullying is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyberbullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying.

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, at Bowhill, to produce a safe and secure environment where all can learn without anxiety.

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.

3 The role of governors

3.1 The governing board supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

4 The role of the headteacher

4.1 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 deal with incidents of bullying. The headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

4.2 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why the incident needs to be addressed.

4.3 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.

4.4 The headteacher can take a variety of disciplinary steps, including:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion.

5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all serious incidents that happen in their class and that they are aware of in the school.

5.2 If teachers witness an act of bullying, they 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 headteacher, the teacher informs the child's parents.

5.3 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 punishment for 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 headteacher or deputy 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.

5.4 Teachers attempt 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.

5.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We use the CPOMS system to record any bullying incidents and they are reviewed by the R.H. termly.

6 The role of parents

6.1 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.

6.2 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.

7 Monitoring and review

7.1 This policy is monitored on a regular basis by the headteacher or deputy headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. Governors have the opportunity to analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Adopted Date: 8 November 2016

Next Review Date: November 2017