

AYLSHAM LEARNING FEDERATION

ANTI-BULLYING POLICY BURE VALLEY SCHOOL

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Author:	J Olney		(In line with AHS)

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Chair

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1 Introduction

- 1.1 Bullying is action taken by one or more person with the deliberate intention of hurting another person, either physically or emotionally, and where the relationship involves an imbalance of power. Bullying is not an isolated incident but continual or repetitive.
- 1.2 Bullying can be done face-to-face, through third parties, or through sending messages or images by email, text, or over the internet.
- 1.3 It can include: name-calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, spreading rumours.
- 1.4 Children can be both bully and bullied at the same time.
- 1.5 Children are vulnerable to bullying because bullies can pick on anything and anyone can be bullied for any reason or difference.

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.
- 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. This is emphasised in our home-school agreement (under review)

3 The role of governors

- 3.1 The governing board supports the Executive Headteacher/Head of School/Assistant Heads 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's policy regularly. The governors require the Executive Headteacher/Head of School/Assistant Head/Pastoral Leader 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. This is recorded on SIMS.

4 The role of the Executive Head/Head of School/Assistant Heads

- 4.1 It is the responsibility of the Executive Headteacher/ Head of School/Assistant Heads to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school's policy and know how to deal with incidents of bullying. The Executive Headteacher/Head of School/Assistant Heads report to the governing board about the effectiveness of the anti-bullying policy on request. This is done in conjunction with the Pastoral Leader using SIMs.
- 4.2 The Executive Headteacher/Head of School/Assistant Heads ensure that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Executive Headteacher/Head of School/Assistant Heads and teachers draw the attention of children to this fact at suitable moments, through assembly, the personal, social and health education (PSHE) curriculum and when setting class rules. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and the consequence. Children also discuss bullying at school council meetings and in class circle time meetings
- 4.3 The Executive Headteacher/Head of School/Assistant Heads ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying (Safeguarding level A – annually)
- 4.4 The Executive Headteacher/Head of School/Assistant Heads set the school climate of mutual support and praise for success, so making bullying less likely. This positive climate is reinforced through the school's aims. 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.
- 4.5 The school benefits from a pastoral leader who is available every morning and during and immediately after all break times. Part of his/her role is to support the schools anti-bullying policy. Any 'friendship' issues/disputes or reports of bullying can be immediately dealt with by the Pastoral Leader. This ensures all facts are gathered as quickly as possible, so ensuring accuracy, and enables any acts of bullying to be dealt with immediately. The Pastoral Leader also provides ongoing support for children who remain vulnerable to bullying behaviour.

5 The role of the teacher

- 5.1 Teachers will deal with bullying immediately and they will do all they can to support the child who is being bullied and the child who is bullying. The pastoral leader will become involved at the earliest opportunity.
- 5.2 The incident is recorded in the class incident book and then reported to the Head of School/Assistant Heads.
- 5.3 The Pastoral Leader and the Executive Headteacher/Head of School/Assistant Heads will then investigate the incident and will involve the parents of both children as appropriate. The Executive Headteacher/Head of School/Assistant Heads or Pastoral Leader will agree with the parent about what to do and will keep the parents fully informed.

- 5.4 We keep a SIMs record of all incidents of bullying that occur both within school time and those reported before and after school.
- 5.5 Teachers, Pastoral Leader and the Executive Headteacher/Head of School/Assistant Heads will counsel and support both parties and ensure appropriate consequences are given to the child who has carried out the bullying. We spend time talking with the children involved: we explain why the action of the bully was wrong, and we endeavour to help the child change their behaviour in future.
- 5.6 We make use of a hierarchy of consequences including:
- change of seating position within the classroom
 - loss of morning playtime
 - loss of some lunchtime playtime
 - loss of all lunchtime playtime
 - individually supervised worktime whilst isolated from the class (dependent on the severity of the incident)

If a child is involved in repeated bullying, further steps will be taken and parents will again be involved:

- the Executive Headteacher/Head of School/Assistant Heads may contact external support agencies (the Short Stay School, Special Educational Needs (SEN) support teacher or Children's Services)
 - the Executive Headteacher/Head of School/Assistant Heads may temporarily exclude a child for a fixed term and governors are informed
 - this may be repeated
 - the Executive Headteacher/Head of School may permanently exclude a child
- 5.7 The Pastoral Leader liaises regularly with all staff to ensure consistency of approach in dealing with incidents of bullying and behaviour management. The member of staff responsible for anti-bullying ambassadors receives annual training which is then disseminated to staff.

6 The role of all staff

- 6.1 All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. We attempt to support all children in the school and through our actions, 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.
- 6.2 We recognise that the behaviour of all staff in the school will be seen by children as model behaviour therefore staff behaviour demonstrates tolerance, understanding and care towards all children and high quality professional relationships with all adults
- 6.4 We show equal regard for all and our interactions are free from intimidation.

7 The role of midday supervisory assistants (MSAs) & lunchtime supervision staff

- 7.1 The MSA/lunch time supervision staff have a special responsibility to be alert to signs of bullying during the longer lunchtime playtime. We have employed MSAs to support the classroom assistants (CAs) and teaching assistants (TAs) with lunchtime supervision of children. We feel we now have adequate cover for all pupils during lunch time, which can be a more vulnerable time for some pupils.
- 7.2 All incidents involving intimidation, violence and social exclusion that are reported by a child to an MSA/lunchtime supervision staff must be referred on to the Pastoral Leader.
- 7.3 The MSA/lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- 7.4 If the MSA/lunchtime supervision staff have evidence that bullying is going on, then the pastoral leader, teacher and Head of School/Assistant Heads must be informed and will record the incident on SIMs.
- 7.5 At this point, the child should be excluded from the playground and taken to the Executive Headteacher/Head of School/Assistant Heads.

8 The role of parents

- 8.1 If a parent is concerned that their child is being bullied, then they should talk to their child, listen, reassure, stay calm and agree on what to do. They should keep a record and boost the child's confidence. The parent should talk to the child's teacher (first) and/or the Pastoral Leader, then the Head of School/Assistant Heads or Executive Headteacher.
- 8.2 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.

9 Strategies employed to raise awareness and so reduce risk of bullying.

- 9.1
 - Participation in anti-bullying week
 - School safety sessions in September; includes reference to bullying
 - Appointment of pastoral leader to support vulnerable children, and to intervene if acts of bullying are reported/witnessed
 - Posters around school for Childline, 'what to do if '
 - Implementation of social and emotional aspects of learning (SEAL) across the school – promotes relationships
 - Staff vigilance and training
 - Focus for assemblies – raise awareness through story
 - A group of children attend training at Aylsham High School to become anti bullying ambassadors within school. Their role in school is to inform and provide support with any aspects of negative behaviour. This is organised by a TA who leads regular meetings with them and provided ongoing support and training.

10 Monitoring and review

- 10.1 This policy is monitored on a day-to-day basis by the Head of School/Assistant Heads, who report to governors about the effectiveness of the policy on request.
- 10.2 The Pastoral Leader records any low-level bullying behaviours such as name calling, disrespect, unkind comments or significant friendship issues in order to quickly identify those behaviours which may collectively indicate something of a more serious nature
- 10.3 Any serious cases of bullying are immediately reported, by the Executive Headteacher/ Head of School/Assistant Heads, to the Chair of Governors.
- 10.4 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this via a report from the Head of School based upon SIMS data and pastoral lead input and by regular discussion with the Head of School/Assistant Heads at the teaching and learning committee. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy links to the school's behaviour policy, staff code of conduct and safeguarding policy.