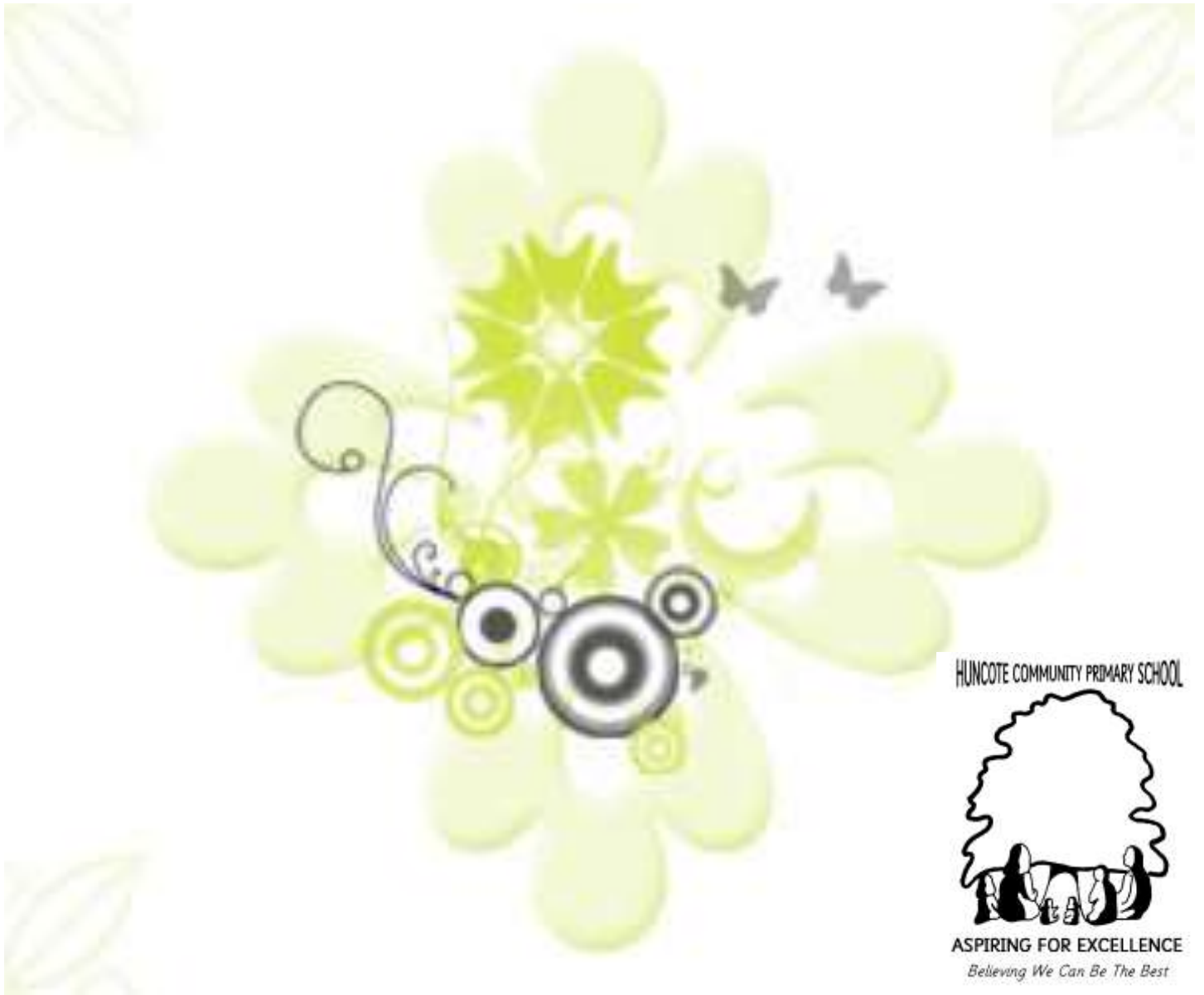


Policy & Procedure

Huncote Community Primary School Academy Trust



HUNCOTE COMMUNITY PRIMARY SCHOOL



ASPIRING FOR EXCELLENCE
Believing We Can Be The Best

Anti-Bullying Policy *2015-2018*

Non Statutory Policy

Huncote Community Primary School



ANTI-BULLYING POLICY

Aims

Huncote Community Primary School is 'Aspiring for Excellence'. Pupils are encouraged to do this by 'Believing we can be the Best'. We therefore aim to:

- Educate our pupils to become independent learners;
- Provide a stimulating, challenging and caring environment;
- Share an enriched curriculum which ensures continuity, progression and opportunities for all our pupils;
- Engage pupils actively in all stages of the learning process;
- Work with families to prepare pupils for life within our village and the wider community;
- Motivate and inspire our pupils to realise their full potential;
- Ensure the safety and enjoyment in learning of all our pupils.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school policies and schemes of work.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a listening and telling school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, etc.)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures, etc.
- 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, etc.
- 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

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- That all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- That all governors and teaching and non-teaching staff should know what the school policy is on bullying, and accept collective responsibility for its implementation.
- That all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- That as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To ensure we promote a positive and safe learning environment where bullying will not be tolerated.
- To promote inclusion, mutual respect and self-worth amongst all.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or a mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to any member of staff.
2. Opportunities will be given to resolve the situation with all parties involved.
3. In cases of bullying, this will be recorded on an incident form.
4. In cases of bullying parents will be informed at the earliest point and may be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats will be investigated and the bullying stopped quickly.
7. An attempt will be made to help the bully (bullies) change their behaviour
8. See also Appendix 1 (What to do if someone is unkind to you) – posters shared with children

Outcomes

1. The bully (bullies) will be asked to genuinely apologise. Other consequences may also take place depending on the individual case.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying as and when they are appropriate. These will include:

- A clear set of school rules, which are referred to often.
- Promotion of an emotionally literate atmosphere.
- Opportunities to share feelings and have discussions about bullying and why it matters, e.g. through Circle Time, PHSCE (SEAL), Assemblies
- Involvement in anti-bullying week activities, e.g. drawing, poems, posters, role play, etc.
- Reading stories about bullying or having them read to a class or assembly.
- Sampling of pupils' views on their understanding of what bullying is.

Reviewing the Policy

This policy will be shared with staff, parents and pupils and referred to in Anti-Bullying Week. You can visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Equality Statement

At Huncote Community Primary School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

Monitoring of the Behaviour Policy

The Head teacher will continually monitor the application and effectiveness of this policy. The governors with responsibility for pastoral issues will also monitor. Regular reviews of the behaviour incident log will aid this process (at end of policy).

Agreed & adopted by The Governing Body of Huncote Community Primary School

Signed.....

Date

Chair of Curriculum Sub-Committee Governors

This policy will be reviewed every 3 years or as required by legislation

Appendix 1

If someone is being unkind to you

1 Tell your...

Friend and / or...
School Councillor, then...
Teacher



**Always tell
someone in school**

- Your teacher will talk to the pupil who is being unkind, the same day if possible, and check to see that the problem has stopped.

2 If the pupil continues to be unkind, *tell...*

Mrs Matthews

or Mr Barton-Harvey if Mrs Matthews is not here



- They will talk to the pupil privately. They will remind him/her that he/she needs to stop being unkind. The pupil will miss 15 minutes at playtime.

3 If the pupil still continues to behave inappropriately, *tell...*

Mrs Matthews again and she will speak to Mrs Cumberlidge



who will..

- speak to the bully and explain that he/she has to miss his/her lunchtime to talk and think about their behaviour with her.
- write to the pupil's parents to explain what has happened and to invite them into school.

- explain that the bully will be monitored at playtimes until the bully starts to behave kindly towards others.

Hopefully, the bully will realise that he/she is being unkind and change their behaviour. The problem will stop.

4 *If the bully still cannot behave as we would expect in our school*

- Mrs Cumberlidge will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.
- Mrs Cumberlidge or Mrs Matthews meet with the bully’s parents and explain the outcome of the meeting.

Remember. **B**ullying is something that happens **S**everal **T**imes **O**n **P**urpose

BEHAVIOUR/INCIDENT LOG



NAME:	DATE:
REPORTED BY:	TIME:

INCIDENT:

WITNESSES:

CONCLUSIONS:

ACTION:

Continue on reverse if necessary

COPY TO HEADTEACHER