

Emmer Green Primary School

Anti-bullying Policy

Introduction statement

Emmer Green Primary School aims to prevent and proactively address all forms of bullying and harassment. Our emphasis is on the promotion and development of positive, good behaviour. However it is important to recognise that bullying can occur and should never be ignored. This anti-bullying policy is in place to enable all pupils, staff and parents to recognise bullying and to handle any instances sensitively, consistently and appropriately.

Aims and objectives

This Anti-bullying Policy should be considered alongside the schools Behaviour and Discipline Policy. It is our aim to ensure every member of the school community feels valued and respected and that each person is treated fairly and consistently. We consider bullying is wrong and damages individual children and our school community. 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.

This policy aims to produce a consistent school response to 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 what each person's responsibilities are with regard to the eradication of bullying in our school.

DFE definition

Bullying (as defined by the DFE July 2013) 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. This policy is intended to aid teachers and schools to make decisions about all specific cases that are reported or observed.

UN Convention on the rights of a child

The UN Convention on the rights of the child state that:

Article 14 - You have the right to think and believe what you want and to practise your religion as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 16 - You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

We believe these rights are taken away from the child if they are bullied

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Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises.

Where bullying outside the school is reported to school staff, it should be investigated and acted on. However, in all cases of misbehaviour or bullying, the staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control and supervision of the staff member.

Recognising bullying

We understand that bullying can occur despite everyone's efforts to ensure that it does not. A child who is being bullied **may** display some of the following signs:

- Becoming withdrawn
- Deterioration in work and motivation
- Reluctance to take part in activities previously enjoyed
- Spurious illness
- Unexplained injuries
- Nightmares, bed wetting
- Refusal to talk about what is wrong
- Running away, seeking isolation
- Desire to remain with an adult
- Erratic attendance
- Late arrivals or unwillingness to come to school
- General unhappiness, anxiety, fear, consistent complaining

Strategies for dealing with bullying

Prevention

We seek to prevent instances of bullying by:

- Regular discussions with lunchtime staff
- Class teachers liaising with lunchtime staff
- Assemblies
- Through the Personal and Social Education (PSHE) curriculum, beginning as soon as the children enter school
- Clear teaching that use of prejudiced language is unacceptable
- Pupil ambassadors such as Y6 buddies, reading buddies, librarians
- The School Council
- An emphasis on, and reward of, good behaviour
- Regular liaison with outside agencies such as the Education Welfare Officer and the School Nurse

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ROLES AND RESPONSIBILITIES

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that do occur are taken very seriously and dealt with promptly and appropriately.

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.

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 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 occasion or when alerted by a teacher.

The headteacher ensures that all staff receives sufficient training to be equipped to 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

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

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. Parents of the children concerned are informed - both bully and victim if the headteacher and staff conclude that bullying actually took place.

If a child is repeatedly involved in bullying other children, the headteacher will invite the child's parents into the school to discuss the situation. Appropriate sanctions for the bully are discussed with the parents and class teacher. The child who has bullied is given help and support to modify their behaviour and it is made very clear that bullying is not tolerated in our school. Support is given to improve social skills, raise self-esteem and help them to form relationships based on mutual trust rather than on intimidation. In more extreme cases, for example where these discussions have proven ineffective, the headteacher may contact external support agencies.

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.

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The role of the child

We encourage the children to talk to an adult if they feel they are being bullied. Assemblies regularly reinforce the message that sharing a problem with their teacher or any adult in the school is a good thing to do and will help them. Children are reminded that the adult is there to listen to and support them.

Any children involved are asked to talk about the incident individually in a calm and sensitive manner. The child who is thought to be the victim is praised for coming forward, reassured and encouraged to give details. Intervention is even-handed and consistent. Care is taken to distinguish between major and minor incidents.

Victims of bullying are praised for their courage and good sense. Where possible the bully formally apologises to the victim in private with a member of staff present.

The role of parents

We encourage parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, to contact their child's class teacher immediately. We also encourage parents to share with us any anxieties or concerns which children might have shared with them at home. We will contact parents if there is serious concern about a child's attitude, behaviour, relationships or work.

Parents have a responsibility to support the school in preventing bullying and to actively encourage their child to be a positive member of the school.

Monitoring and review

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

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

Sources

"Preventing and tackling bullying. Advice for headteachers, staff and governing bodies", Department for Education, July 2013

"No place for bullying", Ofsted, June 2012

UN Convention on the Rights of a Child

Emmer Green Primary School Behaviour and Discipline Policy

Emmer Green Primary School IT policy

Reviewed January 2021