Reviewed: September 2016

Reviewed by: J Browne

To be reviewed: September 2017

**Introduction**

At Piddle Valley CE First School, we regard bullying as particularly serious and always take firm action against it. We encourage children to work against it, and to report any cases of bullying to a member of staff.

We regard all pupils and their parents and carers, as of equal value:

* whether or not they are disabled,
* whatever their ethnicity, culture, religious affiliation, national origin or national status,
* whatever their gender or gender identity,
* whatever their sexual identity.

Piddle Valley CE First School defines bullying as an act that is on-going; deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying).

In generic terms (and as stated in the DfE document 2011 “Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies) the aims and objectives of this policy are to develop and maintain

* A culture of respect where difference is valued
* A system of support for children who have been bullied
* A system of clear, fair and consistent responses to incidences of bullying
* Non acceptance of bullying

It may be one person or a group.

**Roles and responsibilities**

**The role of governors**

The governing body supports the Head Teacher 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. They monitor incidents of bullying that do occur, and review the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school’s anti bullying policy.

If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the head teacher. If they are still concerned, they should contact the Chair of the Governing Body via the school.

**The role of the Head Teacher**

• It is the responsibility of the Head Teacher to implement the school Anti- bullying Policy, and to ensure that all staff (teaching and non- teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

• The Head Teacher ensures that all children know that bullying is unacceptable behaviour.

• The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

• The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other irrespective of differences.

**The role of all staff**

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. In developing an anti-bullying culture all staff will model appropriate, respectful behaviour.

All adults must deal with situations as quickly as possible to prevent situations escalating.

All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.

All staff are responsible for recording all incidents of bullying that the encounter. Teachers are responsible for recording all incidents of bullying that happen in their class., and that they are aware of in the school.

If a child is being bullied or is bullying others, the class teacher will inform the head teacher. Either the class teacher or head teacher will contact the children’s parents.

There is an anti-bullying form (Located in the Head teachers office) in which staff record all incidents of bullying that occur both in **and out of school**. Incidents that occur out of school may be on public transport, on the way to and from home to school or outside of school. All adults who witness an act of bullying should record it in the log.

This will be kept in the head teacher’s office.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately, including support for both the victim and perpetrator of the bullying. Further actions or support may be put in place after discussion with parents. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

**The role of Parents**

It is important that school and parents work together against bullying.

The following statements do nothing to eliminate bullying, and so should be avoided:

* You must have done something to deserve it
* Go and hit them back
* Don’t be a wimp
* Boys will be boys
* It will sort itself out
* It’s part of growing up
* Take it like a man
* You must look after yourself
* Don’t tell tales

Always tell the school if you think there may be a problem. At school, we can only take action if we know there is or may be a problem. If it is important to you and your child, then it is important to us at school.

**The role of pupils**

Pupils must treat each other with respect, both personally and on social media, support children who have experienced bullying, act if they see someone bullying ( by telling an adult or asking the offender to stop, if appropriate)

The school holds two anti-bullying days each academic year which focus on reviewing policy and practice in school. Jigsaw PSHE has a prominent place in the school curriculum. Each week, each class delivers PSHE where relationships and issues are explored and resolutions and feelings examined.

**Defining bullying**

Our school asked children to define bullying and they responded that bullying is:

* Being mean over and over again to someone; letting your anger out at someone
* Being horrible to someone for no reason
* Bullying can be; calling names; saying unkind things; hurting; leaving someone out of games; saying nasty things about someone

In generic terms bullying is described as:

*‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’*

(DfE document 2011 “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies”)

**Prevention**

Our community is developing a culture that embraces differences and does not tolerate bullying. We are doing this through;

* Encouraging and developing the caring and nurturing side of children
* Using assembly time to promote a caring, co-operative ethos
* Discussing friendships, what makes a good friend?
* Developing assertiveness
* using PHSE (Jigsaw) lessons to address issues around bullying
* using the Rights Respecting Schools programme
* working with all children equally
* involve the school council in gathering pupil views
* Training for staff to ensure a knowledge about diversity and issues associated with bullying
* The modelling of appropriate respectful behaviour by staff and pupils and other members of the school community.

**Responding and Reporting**

1. Give support to both the victim and the bully. The victim needs self-esteem and self-value. The bully needs to work with others (co-operation rather than competition).

2. Be aware of, and tackle any racist, homophobic or sexist language (ref. Equal Opportunities and Jigsaw PSHE policies).

3. Make clear to the bully the unacceptability of bullying.

4. Inform the head teacher of the event using the school bullying format as a record of concern.

5. Follow up any actions taken, giving support to the victim to prevent any reoccurrence.

6. Reward any non-aggressive behaviour, by the bully, in school.

7. Discuss with other children involved the fact that watching and doing nothing is supporting the bully.

8. Use positive peer group pressure to promote acceptable behaviour.

9. Make an opportunity in PHSE lessons to address the issue (anonymously).

10. If appropriate, the class teacher or head teacher will inform parents of the event.

11. If bullying behaviour has been clearly established then the serious breach of behaviour protocol will be followed.

**Evaluating**

Our school will track the outcomes of individual incidents of bullying. We will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children and parent carers alongside a reduction in reported incidents.

**Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “*reasonable cause to suspect that a* *child is suffering, or is likely to suffer, significant harm*”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care.

**Links to other policies.**

This policy should be read in conjunction with the following;

Behaviour Policy

Child Protection Policy

Jigsaw PSHE Policy

Equal Opportunities Policy

Safeguarding Policy

ICT Policy

Special Educational Needs and Disabilities Policy

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