

# Oak Hill C of E Primary School

## Anti-Bullying and Hate Policy

This policy was written in consultation with staff and governors

Agreed by Governors: 14 October 2019

Review Date October 2020



### INTRODUCTION

It is a Government requirement that all schools have an anti-bullying policy. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to) it can happen in person or digitally.

#### Our School Definition:

We have defined bullying as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist, family origins or homophobic remarks, name calling), cyber (e.g. social media, text messages, sexting or pressure to do so) and indirect (e.g. spreading rumours). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm.”

### AIMS AND OBJECTIVES

- 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.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any 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 each person’s responsibilities with regard to the eradication of bullying in our school.
- Our anti-bullying policy is designed to directly support our children protection policy.

## **THE ROLE OF THE HEADTEACHER**

The Head Teacher 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.

It is the responsibility of the Head Teacher 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 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 wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head Teacher ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying.

All incidents of bullying are recorded in the bullying log book. This is kept in the Head Teacher's office.

## **THE ROLE OF THE TEACHER AND SUPPORT STAFF**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If members of staff witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff 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 Head Teacher, the teacher informs the child's parents. Parents, staff and children involved work together to resolve the problem.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. Then the child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

Teachers use a range of strategies to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

We recognise that to effectively deal with bullying we must:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. 20 Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.
- Educate our pupils as to the challenges of online relationships. How to stay safe online and how to communicate effectively with others online are fundamental parts of our eSafety Curriculum.

## **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.

The Governing Body monitors incidents of bullying that do occur, and reviews 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 on request about the effectiveness of school anti-bullying strategies.

## **THE ROLE OF PARENTS**

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. If they are not satisfied with the response, they should contact the Head Teacher.

Parents have a responsibility to support the school's Anti-bullying Policy, actively encouraging their child to be a positive member of the school.

## **THE ROLE OF PUPILS**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Our School Council has opportunities to raise pupils' views about a range of school issues, including bullying.

## **MONITORING AND REVIEW**

This anti-bullying policy is the Governors' responsibility, and they review its effectiveness regularly. They do this by examining any incidents of bullying recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Head Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.