



Anti-Bullying Policy

Reviewed by:	Martin Ledgard (Head)
Agreed by:	Colin Marscheider (FGB)
Signed:	
Date:	



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1 Aims

We have a legal and moral duty to ensure that bullying will not be tolerated in our school.

Any school that claims they “would never have bullying” is in serious danger of seeing it become a problem for them.

The aim of this policy is to explain how we create a supportive, caring and safe learning environment for all pupils where everybody learns about what bullying is, how to avoid it and what to do if it occurs. Bullying is anti-social behaviour that is completely unacceptable. It is inconsistent with the values that underpin our school community.

2 Defining Bullying

Children learn all the time – academically but also socially. Much of their most powerful learning in life comes from trial and error. Sometimes children make wrong choices that make their friends and class-mates unhappy.

These choices can include:

- Physically hurting other children
- Taking things that belong to them
- Name-calling and offensive remarks
- Deliberately excluding other children from groups, games and activities
- Spreading rumours about other children
- Making up things about other children (including accusing them of things that they have not done)
- Saying and writing things on-line that are hurtful and offensive

Experiencing any of these things even once can be very traumatic.

Bullying is when they are done repeatedly over a period, usually with the express intention on behalf of the “bully” to upset and hurt their intended victim.



As a school, we would not define the following as bullying:

- One-off incidents of the above
- Inappropriate behaviour by a child who has specific educational and behavioural needs that mean they find social interactions difficult (i.e. whose inappropriate choices are not directed at any particular victim)

However, whether we define them as “bullying” or not, all examples of inappropriate behaviour are dealt with seriously. This is to protect the “victim” who needs to feel safe and also the perpetrator who needs to understand how to make better choices in the future.

3 An Anti-Bullying Culture

Personal, social and emotional development is one of the key drivers behind our school’s curriculum.

This is evident directly in the Personal, Social, Health and Economic Education curriculum but also crosses to all curriculum areas.

Our school vision for the qualities we aim to instil in children is visible throughout school and is regularly revisited assemblies. We praise children who make good choices with our consistent school reward systems (see our Behaviour Policy).

We also include Protective Behaviours in our curriculum which encourages children to be self-aware and to know how and where to ask for help when they need it.

4 Raising a concern

Anyone can raise a concern about bullying, e.g.:

- Children for themselves
- Children on behalf of their friends
- Parents and other family members / Carers
- Teachers
- Other adults in school

The key message is to share any concerns that you have – we would much rather know about something sooner rather than later.



5 Behaviours that Could Indicate a Concern

We would always hope that a worried child will talk to us and tell us why and our curriculum and approach encourages this.

However, there are times that children choose not to talk about any concerns that they have. In these cases, other behaviours can indicate that they have a worry:

- Change in a child's behaviour
- Reticence to go to a particular place
- Not wanting to come to school
- Becoming withdrawn
- Bed-wetting
- Loss of appetite
- Feigning illness
- Becoming unusually shy or nervous

None of these things necessarily mean that a child is being bullied but they could be indicative of some kind of concern that the child may need help with.

6 Dealing with Concerns

Whenever a child is unhappy, our first priority is to deal with that unhappiness. We ensure that the child is reassured and that protective actions are put in place to ensure they feel safe and secure during any parts of the school day that are causing them a concern. Where bullying is suspected, we will always thoroughly investigate but we do not wait to decide whether it is confirmed bullying before helping the suspected victim.

An appropriate member of staff will coordinate and undertake an investigation, talking to as many people as possible to ascertain the truth of a situation.

If bullying is confirmed, the perpetrator will face consequences as laid out in our behaviour policy. This will include, but not be limited to, losing rights to independence during the school day where and when they have previously made wrong choices. A programme will also be put into place to ensure they do not make similarly unkind choices in the future and their parents will be informed.



It is not always easy to confirm cases of bullying because it is typically subversive and secretive by nature. Where a level of doubt remains, we will continue to monitor the situation carefully (placing the alleged victim on "guardian watch" where adults are given specific detail to watch them, particularly at times of the day they have been concerned about). The child with the concern will know they have "eyes watching them" and will know who to see if they need help. A named adult will regularly check with them to see they are feeling safe and secure. Alleged perpetrators, even where doubt remains, will be reminded about the seriousness of such allegations and will know they are to be observed for a period.

If it can be shown that bullying has not taken place, we will still work with the concerned child to ensure that whatever caused their concern will not re-occur.

If an investigation shows a false, malicious allegation, the child making the allegation would face consequences in line with our behaviour policy.

7 Accountability

Fundamentally, we are accountable to our children. Each child deserves a safe, secure and happy place in which to learn.

We find out how children feel by asking them. This is done in a number of ways and by a number of people. We encourage parents to talk to their children about their days in school and to alert us of any concerns, however small. Parents have regular opportunities to give their views about school through parental surveys and can also use Parent-View.

Governors conduct regular interviews with children to find out how safe they feel in school.

Furthermore, when we are subject to external inspections (e.g. from Ofsted), children will be asked about how safe they feel in school.

8 Policy Review

Our approach to Anti-Bullying is subject to ongoing review.

The policy itself will be reviewed every two years and is subject to approval by the governing body.