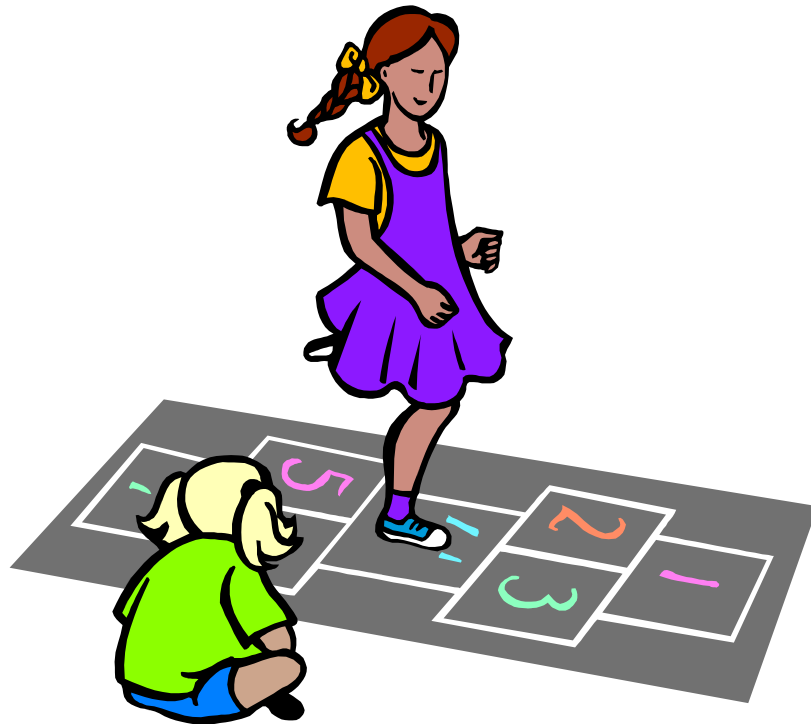


BOLTON-LE-SANDS
CHURCH OF ENGLAND
PRIMARY SCHOOL

ANTI-BULLYING POLICY



December 2011

Mission Statement

“With God at the centre, we reach out to support each other in learning, growth and community”

School aims

We are committed to:

Learning

- achieving consistently high standards of learning and teaching
- providing challenge and opportunity within a stimulating and creative environment
- working enthusiastically and co-operatively to enable each child to experience learning enabling the fulfilment of potential

Growth

- being a welcoming school with a strong Christian ethos where all can flourish – physically, spiritually, socially and morally
- being a safe and secure school where everyone feels happy and valued
- being a nurturing school which enables growth in self-confidence, resilience and personal responsibility

Community

- sustaining a supportive school community enriched by strong positive relationships between all our stakeholders
- reaching out in community locally and widely to contribute fully as responsible citizens
- growing in awareness, understanding and respect for diversity

Aims of this policy

- To prevent all forms of bullying amongst pupils.
- To challenge bullying effectively to improve the safety and happiness of pupils.
- To deal swiftly with bullying when it occurs.

- To support the victims of bullying.
- To work with bullies to help them eliminate their bullying behaviour.

Introduction

The anti-bullying policy is linked to the following associated policies:

- Behaviour management
- Care and Control
- Child Protection / Safeguarding
- Health and Safety
- PSHE
- Equal opportunities

What is bullying?

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated over a period of time
- difficult for victims to defend themselves against
- planned and targeted at an individual or group

Bullying can take many forms, but the three main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks (we do not support the view that ‘sticks and stones will break my bones, but names will never hurt me’).
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious messages (including E-mails) or text messages on mobile phones.

Values underpinning this policy

We believe that:

- Children have the right to feel safe and cared for.
- Children have the right to be listened to.
- Any form of bullying behaviour is unacceptable.

- Children should know that it is “O.K. to tell”, who to tell and how to tell if bullying occurs.
- Bullying behaviour and allegations of bullying behaviour will be taken seriously and all incidents recorded.
- Parents have the right to be listened to and have their concerns taken seriously. They have the right to be kept informed of how their concerns are being dealt with and be involved in the solutions when appropriate.
- Incidents that occur outside school, but which impact on school life, will be responded to when feasible and appropriate.

Prevention of bullying

A variety of strategies are used in our school to prevent bullying from occurring:

- The ethos of the school, reflected in the Mission Statement, promotes a caring, tolerant atmosphere in which every individual is valued and treated as special.
- The behaviour management strategies in place promote self-esteem, recognise, reinforce and reward appropriate behaviour choices, and celebrate caring actions and attitudes.
- There are clear procedures for dealing with any incident that upsets a child.
- The importance of early intervention is recognised and practised.
- All members of staff recognise that they have a corporate responsibility for keeping children safe.
- Communication between members of staff is good so that issues are identified and discussed quickly and efficiently.
- PSHE work (including circle time) is used to develop children’s knowledge and skills in areas including communication skills, problem solving, conflict resolution, anger management, self-awareness, awareness of the views of others, resisting peer pressure etc. The aim being to empower children to resist bullying and gain the confidence required to challenge bullying when it occurs.
- The school will also use the SEAL materials, when appropriate, to support learning and teaching around personal issues and relationships.
- Our programme of worship is designed to reinforce, in practical as well as spiritual terms, some of the key principles of our Christian faith – namely that Jesus is the King of Love and that His life is an example to us all.

Recording, reporting and responding to bullying

Incidents of bullying may become known in a variety of ways:

- a) Staff concern that bullying may be happening
- b) Clear incidents of bullying being observed by a staff member
- c) Parental complaint/comment

Staff concern

- Member of staff to report concern(s) to Headteacher or Deputy Headteacher. Incident Form to be completed.

- Together the HT and member of staff decide who is the Key Worker for this incident/situation. In addition it is agreed who else needs to be informed e.g. other teachers, pupils, parents, welfare assistants etc.
- The Key Worker investigates the concern.
- Within 7 days the key worker reports back to the HT, either:
 - a) No evidence of bullying found – recorded (No further action)
 - b) Evidence of bullying found – recorded (See below for further action)
 - c) Investigation highlights other issue – refer back to HT

Clear incident of bullying

- The adult attending the incident calls for additional adult support (if needed).
- The safety of all those concerned remains paramount.
- Report the incident to the HT or DHT.
- Children involved to write/dictate their version of what happened.
- Key worker for this situation is identified.
- Key worker completes the incident form.
- Key worker, following liaison with others, decides on a plan of action and sets a review date. The plan should address the needs of the victim and the bully.
- Parents of those concerned must be informed of action taken and further action planned.
- Key worker to monitor the situation and reviews progress on the due date.
- If the key worker is satisfied that the situation has been addressed then this is reported to the HT. If, however, concerns continue then the Key Worker refers the case back to the HT for the process to start again.

Parental complaint

- The member of staff receiving the complaint refers it to the Headteacher.
- A record of the complaint is kept by the Headteacher – using a ‘confidential’ file on the office computer.
- The Headteacher and other relevant staff meet with the parents / carers.
- The aim of the meeting is to agree what action (if any) needs to be taken, including time scales.
- A further meeting is held to review the situation.
- If the issue has not been resolved to the satisfaction of all parties then the cycle is repeated.
- If, following further intervention/action, the complainants are still not satisfied, then the school’s agreed Complaints Procedures will be initiated.

The Headteacher will monitor the nature and frequency of incidents on a regular basis. The effectiveness of the policy will be reviewed on a yearly basis and up dated as necessary.