

# Quinton Primary School

## Anti Bullying Policy

**Issue date: November 2015**

**Review date: November 2018**

**Signed:**

### **1 Introduction**

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child over a period of time, either physically or emotionally.

### **2 Aims and objectives**

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a positive, caring, school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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.

### **3 The role of governors**

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 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.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **4 The role of the headteacher**

4.1 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.

4.2 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 moments. For example, if an incident occurs, the headteacher may decide to use

## Anti-bullying Policy

assembly (reinforcing the STOP IT PLEASE! System) as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff have zero tolerance all incidents of bullying.

4.4 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.

4.5 The school uses SEAL materials and regular reminders in assemblies to reinforce the unacceptable face of bullying, in any form.

4.6 Peer mediators are on duty, as well as adults, during break times.

### **5 The role of the teacher**

5.1 Teachers in our school take all forms of unkindness seriously, and intervene to prevent incidents from taking place. There is an incident file in the Headteacher's office where all incidents are recorded.

5.2 If teachers witness acts of unkindness, they do all they can to support the child and discuss the incident with both parties and appropriate sanctions. Teachers will then examine the situation. If a child is being bullied, the teacher informs the child's parents as well as other members of staff.

5.3 We keep an incident book which includes bullying, in the Head teacher's office where we record all incidents of bullying. If any adult witnesses an act of bullying, they should inform the Head teacher. Children are monitored afterwards by the head teacher and other staff.

5.4 If, as staff, 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 sanctions for the child/ren who 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. A behaviour form may be sent home. If a child is repeatedly involved in bullying other children, we invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may consider contacting external support agencies or in extreme cases, temporary exclusion.

5.5 Staff have training which enables them to become equipped to deal with incidents of bullying and behaviour management (Team Teach).

5.6 Staff attempt to support all children 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.

### **6 The role of parents**

6.1 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 children report being unhappy at school parents should discuss it with the child's teacher so that school may help to find the cause.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.