

# Warmley Park

## Anti-bullying Policy

### Introduction

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

### 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.

This policy aims to produce a consistent school response to any bullying incidents that may occur, including cyber-bullying, sexting and mate-hate.

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.

### The role of governors

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.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. 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.

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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.

### The role of the headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy 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.

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 an assembly as a forum in which to discuss with other children why this behaviour was wrong or unfair, and model behaviour that is restorative and educational. Assemblies are regularly used to model, discuss and think about interpersonal skills and relationships. Displays in corridors to promote positive behaviour / lessen bullying.

The Headteacher ensures that all staff receive training in positive behaviour management and are equipped to deal with all incidents of bullying.

The Headteacher and whole staff group 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.

## **The role of the teacher and support staff**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class or the playground and make sure that all staff working in their team are kept informed. If another incident should occur parents will be informed of the incident and the intended action that the school will implement.

If teachers or support staff witness an act of bullying, they do all they can to support the child who is being bullied.

All staff actively support anti-bullying strategies by teaching children directly about safeguarding issues, and the different types of bullying that can occur, including cyber-bullying, sexting and mate-hate. Information is regularly sent home to Parents and Carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.

If teachers become aware of any bullying taking place between pupils, it is dealt with immediately. This may involve counselling and support for the victim of the bullying, and clear consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explanation as to why the action of the child was wrong, and help given to support the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher is informed. 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 headteacher may contact external support agencies such as the social services.

Teachers attempt to support all children in their class 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. See Positive Behaviour Policy.

An Emotional Literacy Support Assistant (ELSA) supports with resolving bullying issues as they arise. The ELSA also develops emotional literacy across the school as a preventative measure to provide pupils with the language they require to express their feelings and give them time to talk about any issues they have.

## **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.

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.

## **Monitoring and review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

## **Equality and community cohesion**

Warmley Park School is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity and will not tolerate harassment of any kind. Our work and progress in this area is detailed within the Single Community Cohesion and Equality Scheme (SCCES) which is updated annually and informed by pupil and parent questionnaires, and discussion with staff.

### ***Equality Impact Assessment (EIA)***

*This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the EWG (Equalities Working Group) and focused on race, gender, disability, age, sexual orientation and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.*

### ***EIA outcomes***

- *The EWG found no areas of potential negative impact and actions resulting in positive impact are in place.*

Policy review:	EIA:	Ratify :	Due for review:
July 2016	July 2016		July 2017