



Anti-Bullying Policy 2019

1 Introduction

1.1 DfE 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 (e.g. being ignored or not spoken to).

1.2 In our schools (Otley and Witnesham) we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

1.3 In line with the Equality Act 2010 it is essential that our schools:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be LGBT (Lesbian, Gay, Bisexual or Transgender).

Preventing and raising awareness of bullying is essential to keeping incidents in our schools to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents that we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying' which can occur in and outside school. Cyber-bullying is a different form of

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bullying which can happen beyond the school day into home and private space, with a potentially bigger audience and more accessories as people 'forward on' content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos in our schools in which bullying is regarded as unacceptable.
- 2.2 In our schools we aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent response across both our schools to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with our schools aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our schools.

3 The role of governors

- 3.1 The governing body supports the Executive Headteacher in all attempts to eliminate bullying from our schools. The governing body will not condone any bullying at all in our schools, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Executive Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of our school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way their child's school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 Executive Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the Executive Headteacher

- 4.1 It is the responsibility of the Executive Headteacher to implement the schools' anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the schools' policy, and know how to identify and deal with incidents of bullying. The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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- 4.2 The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our schools. The Executive Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Headteacher 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. SEAL and other PHSE material may be used to support this.
- 4.3 The Executive Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Executive Headteacher sets the schools' 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.

5 The role of the teacher and support staff

- 5.1 All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in our schools. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Executive Headteacher. 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 Executive Headteacher, the teacher informs the child's parents or carers.
- 5.3 In the staff room, there is a behaviour logbook in which staff record all incidents of bullying that occur both in and out of class. Any adult who witnesses an act of bullying or unacceptable behaviour should record it in the logbook.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Executive Headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Executive Headteacher may contact external support agencies, such as the Behaviour Support Team.
- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow the schools' policy and procedures with regard to behaviour management.
- 5.6 Teachers use a range of methods 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.

6 The role of parents and carers

- 6.1 Parents and carers 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 Executive Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

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7 The role of pupils

- 7.1 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.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in School Council meetings, or in Eco Team meetings where these are held instead.
- 7.3 The pupils on our School Council and/or Eco team are democratically elected by their peers.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the Executive Headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness regularly. This is done through the Executive Headteacher report to governors each term. 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.
- 8.3 This policy will be reviewed every two years or before if necessary.

Signed:

Date: February 2019