

Mountford Manor Primary School Anti-Bullying Policy

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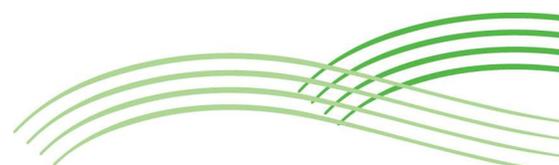
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Anti-bullying Policy

Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, 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 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 governing body monitors any incidents of bullying reported to them and reviews the effectiveness of the school policy every 2 years. The governors require the headteacher to keep accurate records of all incidents of formal and recognised 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 operational head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and nonteaching) are aware of the school policy and know how to deal with incidents of bullying. The executive head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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4.2 The operational head teacher 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 assembly 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 executive head teacher ensures that all staff receive sufficient "in house" support and development to be equipped to deal with all incidents of bullying.

4.4 The operational and executive head teacher 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.

5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and that they are aware of in the school.

5.2 If teachers witness an act of bullying, they 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 headteacher, the teacher informs the child's parents.

5.3 If, as teachers, 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 punishment for the child who has 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. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then 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 contact external support agencies such as the social services.

5.5 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.

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. 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.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the operational head teacher, who reports to the executive head teacher and then to governors about the effectiveness of the policy on request.

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7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness every 2 years. They do this by examining the school's management of incident log to see if a bullying issue has been recorded, by responding to parental requests and through the executive head teacher report to governors and by discussion with the operational head teacher.

Signed:

Under Review