



Roundwood Primary School

Anti-Bullying Policy

Name of Policy	Anti-Bullying Policy
Date of last review	Autumn 2016
Date of next review	Autumn 2018*
Governing Body Committee Responsible	School Improvement
Member of Staff responsible	Headteacher

*This policy is due to be revised in the Spring term of 2019 following staff training on the Hertfordshire STEPs Behaviour Strategy

Introduction

At Roundwood we believe all pupils have the right to be safe and happy in school. We believe that bullying is unacceptable and are committed to challenging bullying effectively to ensure the safety and happiness of our pupils.

Aims of the policy

- to make it clear to all members of the school community that all forms of bullying are wrong
- for all members of the school community to be alert to signs of bullying
- to make it clear to all members of the school community that they have a responsibility to report incidents of bullying to a member of staff, trusted adult or friend whether as a victim or observer
- to ensure that any incidents of bullying are dealt with swiftly, efficiently, and fairly

This policy reflects the guidance issued by the DfES 'Bullying – Don't suffer in silence' and was produced with involvement with members of the Governing Body, parent representatives and pupils from the School Council.

Definition of bullying

Bullying behaviour may include:

- making unkind or offensive comments (including comments about people's appearance or ability/disability)
- behaving in a racist, sexist or homophobic manner (See Equalities Scheme)
- using unacceptable language
- being rude or aggressive towards other members of the school community (child or adult)
- shouting
- using physical aggression
- damaging property (belonging to the school or an individual)

The School Council agreed on the following definition of bullying:

Bullying can fall into a number of categories; verbal e.g. teasing, whispering mean things about someone else or name calling. It can be physical e.g. hitting or pushing. It can be mental e.g. ignoring someone or deliberately excluding someone from a game. It can be electronic e.g. someone sending unkind or rude emails or text messages (cyber bullying). Bullying is done purposefully to upset another person over and over again. (School Council December 2016)

The DfES defines bullying in the following way:

'Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking and theft) verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups).' DfES Circular 10/95

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that the bullying policy is upheld throughout the school and to ensure that all members of the school community adhere to it and understand how to deal with incidents of bullying. It is the responsibility of the Headteacher to ensure that the schools' sanction system is adhered to. The Headteacher reports to the full Governing Body incidents of

bullying termly. The Headteacher has the responsibility for giving fixed-term or permanent exclusions to individual children following the DfES and Hertfordshire guidelines.

The Role of the School Community

The school community is made up of teaching and non-teaching staff, pupils, governors and parents.

Teaching and non-teaching staff are required to:

- act as positive role models
- provide a safe and secure environment where all pupils can learn without anxiety in the knowledge that measures are in place to reduce the likelihood of bullying.
- listen to all pupils involved in bullying, keeping records of bullying incidents that occur and informing the Headteacher
- deal with incidents of bullying in line with the behaviour policy
- provide support, when appropriate, for any children involved in a bullying incident
- develop a supportive ethos within school where pupils feel empowered to report incidents of bullying that involve them, their peers or those that they observe
- provide both discrete (in response to isolated incidents) and planned opportunities (as part of the P.H.S.E. curriculum) to teach pupils strategies for dealing with bullying incidents and develop attitudes which promote responsibility. Pupils should be encouraged to follow strategies for reducing bullying

Pupils are required to:

- follow the school's core values of courtesy, co-operation, honesty, tolerance and respect
- adhere to their class rules and responsibilities
- report incidents of bullying

Governors are required to:

- to monitor the records of bullying incidents that are kept by the Headteacher
- to monitor the effectiveness of the bullying policy
- to receive termly updates from the Headteacher about incidents of bullying
- to support the Headteacher and staff in implementing the Bullying Policy

The Governing Body fully supports the school in its endeavours to eliminate and prevent bullying at Roundwood Primary School. Any alleged bullying that does occur will be taken seriously, investigated fully and if substantiated, appropriate action will be taken. If a parent is dissatisfied with the way the school has dealt with an incident of bullying, the Chair of Governors may be asked to investigate and the parent may approach the Governing Body directly. In these circumstances, the Governors will inform the Headteacher, requesting that an investigation takes place within 20 days and then the Governors will respond to the parent.

Contact: Anna Hancock – Chair of Governors

Parents should:

- inform the class teacher if they believe their child to be the victim of bullying or the perpetrator of bullying
- reassure and support their child if they are being bullied.
- encourage their child to talk openly and honestly to their class teacher, a member of staff, trusted adult or a friend in school if they feel they are the victim of a bully
- approach the Headteacher, or the Chair of Governors if they are not satisfied with the response to their concerns, if they remain dissatisfied, they should consult the Complaints procedure
- uphold and actively support the school's bullying policy

- encourage their child to be a responsible member of the school community, acting within the boundaries of the School Values.

Appendix items:

Consequences (Sanctions)

Appendix I

	Unacceptable Behaviour	Consequences
C A T E G O R Y 1	<ul style="list-style-type: none"> • Being rude to a member of staff or another pupil • Shouting out across the classroom • Being deliberately loud to disturb others • Making silly noises that disturb others • Deliberately dropping litter 	<ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • You will be given a second and final warning • If you have to be spoken to again, you will miss your break time or some of your lunch time and your behaviour moves to Category 2
<ul style="list-style-type: none"> • A debrief will take place with the child to discuss the effect of the child's choices on others, e.g. the effect of tapping a pencil on other learners* 		

	Unacceptable Behaviour	Consequences
C A T E G O R Y 2	<ul style="list-style-type: none"> • <i>Continuing with any of the behaviours in Category 1</i> • Swearing • Using unkind, offensive or discriminatory language • Using the play equipment in a dangerous way • Not following what an adult has asked you to do • Refusing to do your work • Preventing others from learning • Pushing into the line • Damaging property 	<ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • You will be given a second and final warning • If you have to be spoken to again, you will have a debrief during your break time or some of your lunch time and your behaviour moves to Category 3 • You will be asked to leave the room for time away for a specified amount of time • You may be asked to write a letter to say sorry • Access to privileges in school may be withdrawn • You might be sent to another
<ul style="list-style-type: none"> • The debrief will involve a restorative element, e.g. a letter of apology or a face to face apology that has been rehearsed* 		

	Unacceptable Behaviour	Consequences
C A T E G O R Y 3	<ul style="list-style-type: none"> • <i>Continuing with any of the behaviours in Category 2</i> • Fighting • Stealing • Spitting • Bullying • Continuing to use unkind, offensive or discriminatory language • Continuing to swear • Arguing rudely or aggressively with an adult • Threatening children or adults • Hurting someone deliberately • Deliberately damaging property 	<ul style="list-style-type: none"> • Your parents will be spoken to about your behaviour • You will discuss how to change your behaviour with your parents • Your behaviour will be recorded in the behaviour book • You will need to make up any working time you have lost • Prolonged limited access to outside space – reflecting on the behaviour initially and then completing an activity so that you show you are ready to access the outside space safely • You may have to talk about your behaviour with Mrs Webb • Mrs Webb may exclude you from lunchtimes or for a whole

	Unacceptable Behaviour	Consequences
C A T E G O R Y 4	<ul style="list-style-type: none"> • <i>Continuing with any of the behaviour in Category 3</i> • Hurt someone causing serious injury • Causing serious damage to property • Behaving in a way that is dangerous to yourself or others • Regularly behaving in a way that stops your class from learning • Bringing an object into school that could be intentionally used to harm another person 	<ul style="list-style-type: none"> • Your parents will be contacted immediately • You may be excluded from school for up to 5 days