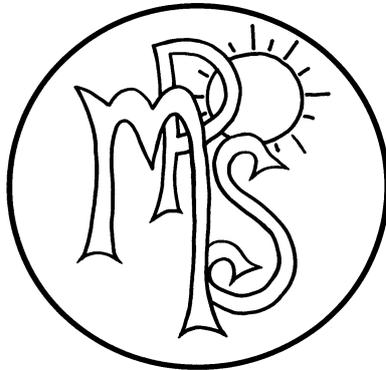


Menston Primary School



Anti-Bullying and Anti-Discrimination Policy

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Headteacher
Iain Jones

Presented to the Governing Body School Improvement and Standards Committee February 2016
Review by the Senior Management Team due February 2017

Anti-Bullying and Anti-discrimination Policy

Anti-Bullying and Anti-Discrimination Lead: Iain Jones - Headteacher

Anti-Bullying and Anti-Discrimination Named Governor: Cheryl Lee (Safeguarding governor)

Rationale

We accept that there are occasions when bullying occurs at our school.

We believe that an effective way to reduce bullying throughout the school is by adopting a whole school approach to behaviour management and that it must be tackled in very specific ways.

We therefore agree that:

- If there is a problem it needs to be tackled.
- Bullying is the responsibility of everyone in the school as well as those directly connected with it – the bullies, the victims, non-bullied pupils, teachers, governors, non teaching staff and parents.
- There should be good communication between all the groups involved.
- Staff should frequently stress to children how unacceptable bullying behaviour is in our school community.
- Staff should be aware of and vigilant about any bullying in school and take immediate action when such behaviour is observed or reported.
- We will investigate all reports of bullying and we will act strongly to stop the bullying and support the victim. **We are serious in our efforts to make sure that our school is a welcoming place where the children are happy and relaxed enough to take advantage of all the educational opportunities that are being offered.**

Aims

- To produce a consistent response to any bullying/discrimination incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying/discrimination and we make clear each person's responsibilities with regard to the eradication of bullying/discrimination in our school.
- To produce a safe and secure environment where all children can learn without anxiety.

Objectives

- To watch for early signs of distress.
- To be aware of situations in which bullying might occur.
- To be aware of occasions when bullying might occur.
- To involve all staff in the implementation of anti-bullying programmes, including Dinner Hall Lunchtime Supervisors.
- To follow up each case and ensure that the victim is given support.
- To counsel children who use bullying behaviour to prevent incidents recurring.
- To make the class teacher central to the process of eradicating bullying.
- To make pupils aware that this unsociable behaviour is not acceptable in school.

Procedure

- Identification of the problem.
- All staff must act to stop bullying behaviour immediately. All incidents to be reported to the class teachers of the children involved or to the Headteacher who will follow the procedure.
- If a child or parent discloses a concern, report as above and/or follow the procedure.

The procedure:-

- Listen to the Child/Parent.
- The child accused of bullying behaviour to be interviewed by member of the school's Leadership Team (Phase Leaders and SLT)
- Anyone else involved to be interviewed individually.
- Support for the victim to be identified and all relevant personnel informed.
- Staff to be made aware of the situation particularly the class teachers/support staff of the children involved.
- Log of incident/complaint through the school's incident reporting system. This report should include dates, details of those involved and any action taken/to be taken.
- Parents of the child who has been using bullying behaviour to be informed.
- Parents of victim and bully to be told of the outcome of the investigation.
- Where necessary, the child who has been using bullying behaviour to be set short term targets with his/her parents.
- Sanctions to be imposed in the event of a recurrence, this can include the matter being passed to the Governing Body.
- The sanctions are identified in our 'Policy for Positive Behaviour'.

Strategies to Support Children

- The Head Teacher is responsible for ensuring that bullying is recognised and keeps all necessary records, co-ordinates action and maintains communication
- The children must know that they can approach any member of staff.
- That the school cares about anti bullying and anti-discrimination (ethos of school) -zero tolerance
- That they must speak out if they feel that they are victims.
- Children are equipped with the skills to deal with bullying (including cyber bullying) and the opportunity to practise these skills in a safe environment either through role play or circle time. The issue of bullying is addressed throughout the curriculum but in particular through PSHE.
- School Council may raise issues of bullying if and when it occurs.
- Worry boxes (or other request for help systems) will be provided in all classes pupils who need help with bullying or other issues.
- A broad range of play opportunities and support is put in place every lunchtime. This includes small world play, loose parts play, creative play and older children helping with the play of younger children. In addition a number of clubs are run by school staff and other providers such as tennis, games and Wednesday Club. Vulnerable pupils are always prioritised. A Play Leader and a Play Assistant oversee playground provision while another designated member of staff oversees clubs and outside providers.
- The school takes note of the anti-bullying week in November, but at Menston, anti-bullying work is an all year round focus in classes and assemblies. The PSHE curriculum, the 'learning to Learn curriculum and Circle Time are used to set high standards of behaviour, respect, tolerance and kindness towards others.

What Is Bullying?

Bullying is unacceptable behaviour which results in somebody feeling hurt, threatened or frightened.

There are a number of types of bullying:

- Emotional: excluding from a group, tormenting, ridiculing, humiliating
- Physical: hitting, punching, pinching, kicking or taking someone's belongings.
- Verbal: name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone
- Cyber: setting up hate websites, offensive e-mails and texts
- Racist: racial taunts, gestures, making fun of someone's culture or religion
- Sexual: unwanted physical contact, sexually abusive or sexist comments

The school works hard to ensure that all children know the difference between bullying and simply "falling out" and draws a distinction between bullying and the types of behaviour that children can exhibit in school as a normal part of growing up. Some incidents of name-calling or squabbles between groups of children can be resolved quickly by the intervention of an adult, for example during a normal playground duty. Such incidents are never ignored but no further action may be taken as the incidences can be dealt with within the school's positive behaviour policy

Incidents of bullying: defined as sustained, systematic, deliberate intimidation or aggressive behaviour (physical and/or verbal) towards others.

Incidents will be initially dealt with by the class teacher who will investigate the incident and speak with the perpetrator and victim and then follow the appropriate sanctions.

If the inappropriate behaviour reoccurs the teacher will, with support from their Phase Leader, speak with the parents of the child who is displaying bullying behaviour and also victim concerned to discuss strategies to resolve the issue.

A report will be made to the Headteacher who may invite parents to a formal meeting where future action and appropriate sanctions will be discussed.

What is Racism?

Incidents of racism: defined as intimidating or aggressive behaviour (physical and / or verbal) by a person of one racial group against the person of another racial group.

Incidents will be dealt with by the class teacher following appropriate sanctions who will inform their Phase Leader and the Senior Leadership staff.

If the discriminatory behaviour reoccurs the teacher will speak with the parents of the child who is displaying this behaviour and discuss strategies to resolve the issue.

If discriminatory behaviour persists the Headteacher will then follow formal procedures laid down by Bradford Council (a copy of these procedures may be obtained from the school)

The Role of the Head Teacher and Staff

It is the responsibility of the Head Teacher and Senior Leadership Team 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 reports incidents of racist or homophobic bullying to the Local Authority.

Key actions for staff include:

- The Headteacher and staff setting a climate in which children feel safe, secure and well supported, with all forms of bullying taken seriously
- All staff continuing to monitoring children for changes in behaviour, such as children becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults which could be linked to bullying
- The Headteacher and staff educating children to identify bullying and know that it is wrong. All children should be encouraged to report bullying to a member of staff
- The Senior team providing sufficient ongoing training to equip all staff to deal with incidences of bullying
- Incidents of bullying will need to be recorded by teaching staff in the incident log located in the Deputy Head's Office and reported to the child's class teacher, in line with the Positive Behaviour Policy
- If the bullying continues, and/or in more serious cases of bullying, the Headteacher or Deputy Headteacher will become involved and parents will be informed and invited into the school for a meeting to discuss the problem with mediation meetings used to resolve issues
- In repeated or serious cases the school may follow the following sanctions: lunch time exclusion, fixed term exclusion, permanent exclusion.

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 serious or persistent incidents of bullying and to report to the governors on the effectiveness of school anti-bullying strategies.

The Role of Children

To help prevent bullying at our school, children are advised to:

- Consider everyone's feelings and think about how they would feel if they were bullied
- Try to settle any differences with other children in a non-threatening way and perhaps with the help of an adult
- If they see anyone being bullied, report it to an adult as soon as possible
- Be supportive and caring to any friends who may have been bullied
- to seek adult help immediately, stay calm and clearly tell the bully to stop

The Role of Parents

To help prevent bullying at our school, parents should:

- Support the school's Behaviour Policy
- Contact their child's class teacher or a member of the Senior Leadership Team straight away if they suspect their child might be being bullied or, suspect that their child is a perpetrator.

Monitoring and evaluation of the above procedures is carried out by the Headteacher and Senior Leaders and may be reported to the Governing Body as part of the regular reports on learning behaviour. This Anti-Bullying policy will be promoted and implemented throughout the school. The school will review this policy annually and feedback will be requested from staff, families, children and governors in order to assess its implementation and effectiveness.

Policy presented to Governing Body March 2016