

ROSEMARY WORKS ANTI-BULLYING POLICY

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Lead Member of Staff	Rob Dell
Lead Board Member	Jacqueline Logue
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Purpose	To ensure that the Head teacher and The Board of Directors act in accordance with the law on Data protection
Supporting documents	Data Protection Act 1998 Fair Processing Notices (Appendix 2 and 3)

Anti-bullying Policy

1 Introduction

- 1.1** Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.
- 1.2** The behaviour is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviours used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets. Justifications and rationalizations for such behaviour sometimes include differences of class, race, religion, gender, sexuality, appearance, behaviour, body language, personality, reputation, lineage, strength, size or ability. If bullying is done by a group, it is called mobbing. "Targets" of bullying are also sometimes referred to as "victims" of bullying.
- 1.3** We recognise that cyber bullying is also a serious form of bullying (see e-safety policy).

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 and is prevented as far as reasonably practicable.
- 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 the head teacher

- 3.1** It is the responsibility of the head teacher to implement the school anti-bullying strategy 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.
- 3.2** The head teacher (and all staff) ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. We draw the attention of children to this fact at suitable moments. For example, if an incident occurs, we may decide to use assembly as a

forum in which to discuss with examples of good behaviour and highlight positive action.

- 3.3** The head teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The teaching staff meet weekly and problems with children are discussed and a collective view taken on appropriate action.
- 3.4** The head teacher (and staff) set 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.
- 3.5** In cases where it is reported, or we learn that bullying has happened out of school, we will liaise with the relevant parents and maintain the procedure as outlined in the behaviour management policy (see behaviour management policy).

4 The role of the teacher

- 4.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- 4.2** 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 head teacher, the teacher informs the child's parents.
- 4.3** The incidents of bullying are extremely low in our school.
- 4.4** If teachers or support staff become aware of any bullying taking place between members of a class, they will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a suitable programme for the child who has carried out the bullying. They spend time talking to the child who has been bullied: They will explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, they inform the head teacher. The child's parents may be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions prove ineffective, the head teacher in consultation with the parents may contact external support agencies.
- 4.5** The teacher will keep a conduct record for a period of time agreed between the head teacher and the class teacher on the child who is responsible for bullying. Following these observations, a plan of action will be agreed for the child, taking into account the needs of the individual and the whole class. This information is kept to monitor whether patterns of persistent bullying over time can be identified.

4.6 Support staff have regular training and weekly meetings with the head teacher, which enables them to become equipped to deal with incidents of bullying and behaviour management.

4.7 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.

5 The role of parents

5.1 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.

5.2 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.

6 Monitoring and review

6.1 This policy is monitored on a day-to-day basis by the head teacher, and its effectiveness is reviewed regularly.

6.2 This policy should be read in conjunction with the behaviour and discipline policy.