



# **Rudston Primary School**

## **Anti-Bullying Policy** **Date: September 2017**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2017**

**Review Date: Autumn Term 2018**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# Anti- Bullying Policy

## Rudston Primary School Statement of Purpose

At Rudston Primary School we work together to nurture a positive atmosphere of collaboration, openness, security and confidence. Children will be skillfully supported and guided to become independent and motivated learners who respect all and the environment in which they live and achieve their true potential.

## Overview:

DfES 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 (for example, being ignored or not spoken to or via the Internet). Bullying can be linked to race, gender or sexual orientation.

**It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.**

## Inclusion:

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Staff are aware of the significant potential for such children to become the target of bullying and the school has proactive systems, with respect to the identification of and response to, these additional needs.

## Aims:

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. In this context 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
- To make all those connected with the school aware of our opposition to bullying, and aware of their responsibilities with regard to the eradication of bullying in our school
- To produce a consistent school response to any bullying incidents that may occur

## Strategies:

In order to achieve our aims our school implements the following strategies:

### Our Children are:

- Encouraged to tell anybody they trust if they are being bullied
- Invited to tell us their views about a range of school issues, including bullying through the School Council, Circle Time and regular consultations
- Invited to determine our anti-bullying code through our School Council
- Supported to understand that children with additional needs are extraordinary children who succeed despite the extra challenges they face
- Supported, if they have an additional need, through a range of strategies, to ensure that their own behaviour is not threatening to others

### The Governing Body:

- Does not condone any bullying at all in our school
- Supports the headteacher in all attempts to eliminate bullying from our school
- Requires the headteacher to keep accurate records of all incidents of bullying
- Monitors incidents of bullying that do occur through the headteacher's report to governors

### **The Headteacher:**

- Sets the school climate of mutual support and praise for success, so making bullying less likely.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- Ensures that all staff are aware of the school policy
- Ensures that all staff, including lunchtime staff, receive appropriate training to be equipped to identify and deal with all incidents of bullying
- Reports to governors about the effectiveness of the anti-bullying policy

### **Teachers and support staff**

- Consider all forms of bullying unacceptable
- Seek to prevent it from taking place using a range of methods which help prevent bullying and establish a climate of trust and respect for all. These include: drama, role-play, stories etc., within the formal curriculum.
- Use circle time to praise, reward and celebrate the success of all children and create a positive atmosphere.

### **Parents**

Our parents are encouraged to:

- Actively promote the school's anti-bullying policy
- Immediately contact their child's class teacher or the head teacher if their child is being bullied or they suspect their child may be the perpetrator of bullying
- Support their child to develop positive anti-bullying skills

### **Anti Bullying Procedures:**

If a member of the Support Staff is made aware of an act of bullying, they will refer it to the appropriate class teacher.

If a class teacher is made aware of an act of bullying they will immediately investigate it themselves. This may involve counseling and support for the victim of the bullying and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and encouraging them to change his/her behaviour in future. Teachers record the outcome.

In some instances teachers refer incidents onto the Phase Leader, Deputy Head or the Head Teacher, who will follow the same procedure and record the incident and outcome.

If a child is repeatedly involved in bullying other children we invite the child's parents into the school to discuss the situation and the steps to be taken to address the issue.

In more extreme cases, where these procedures have proven ineffective, the head teacher will consult with the Inclusion / SEN coordinator and may contact external support agencies.

The Learning Mentor will consider supporting the family and child through the Stepping Forward Programme if this is appropriate and agreed by the class teacher, child, head teacher *and* parent/ carer.

### **Complaints:**

If parent/carers are not satisfied with the school's response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

### **Outcomes:**

Incidents of bullying are few.

When such incidents occur, they are responded to promptly

All children feel safe.

All parents have confidence in the school's systems

### **Monitoring Evaluation Review :**

Incidents of bullying are monitored through:

- The school's behaviour tracking log (O Track)
- The headteacher's report to Governors

Incidents are analysed with respect to patterns of people, places or groups; racist bullying, or bullying directed at children with disabilities or special educational needs.

The School Leadership and the Governing Body monitor the effectiveness, efficiency and impact of this policy annually.

Agreed by Staff:	September 2017
Approved by Governors	September 2017
Review Date	September 2018



# Rudston Primary Safeguarding Children Record of Concerns

## Concern sheet

Name:	DOB:
Date:	
Teacher:	
Reported by:	
Reasons for concern:	

Proposed Action	By Whom	Timescale

Have parents been informed of concerns?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Signed:	Member of Staff:	
	Head Teacher:	

Contact Numbers of Other Agencies/Professionals Involved

Agency	Name/Address	Number

Date/Contact	Action/Comments

Name of person giving advice:

Designation:

Date:

Advice given:

Any further comments :