



"Developing potential without limitations"

## Frieth C.E.C. School Anti-Bullying Policy

Date implemented : January 2012

Member of staff responsible; Headteacher

Governor responsible: Chair of Curriculum Group

Headteacher's signature .....

Chair of Governor's signature .....

Review date: June 2014	signed: J Reid	date: 23/06/14
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Review date: October 2016	signed: J Reid	date: 31/10/16
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*In this policy the word 'individual/individuals' covers all who work within its environs as; a pupil, a volunteer or on a paid basis.*

### What is bullying?

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated over a period of time
- Difficult for those being bullied to defend themselves against

Bullying can take many forms, but three main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones or inappropriate use of IT/social media to harm another

Name-calling is the most common direct form. This may be because of individual characteristics, but an individual can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation, or some form of disability.

Challenging bullying effectively will improve the safety and happiness of an individual, show that the school cares and makes clear to those individuals who use bullying behaviour that their behaviour is unacceptable.

### The key purposes in managing incidents of bullying are to:

- Deal with each incident individually and to assess the needs of each individual separately.
- Provide a secure environment in which individuals can report incidents confidentially. (Please take note of the confidentiality policy; some information will need to be passed on, but only to those who need to know.)
- Show all individuals that bullying and their comments are always taken seriously.
- Enable adults to respond calmly and consistently to all incidents.
- Reassure individuals that the school will protect and support all parties involved while the issues are being resolved.

- Provide long term and positive programmes of PSHE where appropriate.
- Ensure all incidents are recorded and dealt with as part of a comprehensive monitoring strategy, including racial harassment.

In investigating each case it is important to ensure there is:

- An immediate response.
- An analysis of the behaviour.
- Thorough discussion with all parties, recorded factually.
- Observation of trends and incidents such as using other observers.
- Support for those who are bullied and for those who bully, and the opportunity to reflect on their actions through effective support for more acceptable behaviour.
- Appropriate recording of incidents by victims and bullies.
- Adequate follow-up procedures.
- In the case of a child a copy of any appropriate evidence to parents/carers with an opportunity for them to respond.

### Equal Opportunity

This school is committed to a policy of equal opportunities for all individuals.

The school is committed to identifying and removing practices and procedure which may result in direct or indirect discrimination.

The school will ensure that all individuals receive maximum entitlement of access to the statutory curriculum.

### Pupil voice:

They would like to see:

- Adults take their comments seriously.
- Adults listen to all sides.
- Adults to give feedback and show they are trying to help.
- Don't label an individual just because he/she/they have done something wrong once.
- Arrange for a buddy if appropriate.
- If a letter is sent home, please check it is received.

### Related policies may include:

Confidentiality policy

Child Protection policy

Behaviour policy

PSHE policy and scheme of work

### Monitoring and Evaluation

The Governing Body will monitor the actions taken to ensure that the Anti-Bullying Policy is implemented effectively.

The Framework for School's Self-Evaluation Schedule should be addressed appropriately.

This policy will be reviewed annually.

Tuesday, 18 January 2011