



## ANTI-BULLYING POLICY

Frequency of review:	Annual
Next review date:	Autumn 2020
Lead:	Curriculum Committee

### Aims and Guiding Principles of Our School

At Arnett Hills School we believe that each child is a success story – safe, happy and learning. We aim to produce responsible, respectful children, who have a love of learning. We aim to provide an excellent all-round education, so that each child achieves his or her potential. The Arnett Hills team work in partnership with parents and the wider school community to foster an atmosphere in which each child may flourish and achieve, whatever his or her ability. Together we aim to ensure that our children are happy, well-educated, respectful, self-disciplined individuals, with the confidence to make the transition to secondary school and beyond.

### Purpose

Under the Education and Inspection Act 2006 every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils inside and outside school.

Under the Equality Act 2010 schools must eliminate harassment and victimisation.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'.

### Policy

#### Roles and Responsibilities

##### Staff

The Headteacher is the designated person for matters concerning bullying or, in her absence, the Deputy Headteacher.

All school staff instil in the children the values of the school which are derived from our aims and find expression in our rules and in the behaviour policy. Particularly important times for teaching these values are Collective Worship, Religious Education and during PSHCE sessions (Personal, Social, Health and Citizenship Education). School staff must act and, importantly, be seen to act firmly against bullying whenever it occurs.

#### What is bullying?

There are many definitions of bullying, but most have four things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to counter the activity or to defend themselves
- It is often motivated by prejudice against particular individuals or groups because of actual or perceived differences

Bullying can take many forms but four main types are:

- Physical - hitting, kicking, taking or damaging belongings
- Verbal - name-calling, insulting, making racist or other offensive remarks
- Indirect - spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours
- Misuse of technologies (cyber bullying) – sending texts on mobile phones, sending hurtful messages by email, misuse of social media

#### What we wish to achieve

- To make it clear to children and parents that bullying will not be tolerated at our school
- To create a climate which discourages bullying and ensures early detection of any bullying behaviour.
- To take prompt action appropriate to the situation
- To identify vulnerable children who may become bullies or victims of bullying and ensure that all the staff are particularly aware of them

**What do we do in order to achieve this?**

- The children's attention is regularly drawn to our school rules
- We empower the children to look after each other
- We encourage the children to play games and amuse themselves in non-violent ways
- The children are encouraged to share their problems with the adults in the school either verbally or through a bully log ([www.kidscape.org.uk](http://www.kidscape.org.uk))
- We monitor children who are known to have bullying tendencies and share among staff information about issues that might provoke conflict
- We ensure that all children involved in disputes have a fair hearing
- Teaching and learning on the subject of bullying is consistently addressed as part of the PSHCE curriculum
- When bullying does occur we address the issue with the class or whole school in an appropriate manner
- There is a common procedure for reporting incidents

**Notification, recording and monitoring incidents**

The children should tell the most readily available adult who might be:

- the teacher on duty
- an MSA (Midday Supervisory Assistant)
- their class-teacher
- a learning support assistant

Information about an incident should be shared with the class-teacher who will establish the seriousness of the incident. If, in their judgement, bullying has taken place they will adopt the following procedures.

1. Identify who was involved including by-standers and friends
2. Interview the victim
3. Interview the perpetrator
4. Interview other relevant parties
5. Discuss the incident with the parents of all the parties
6. Discipline the bully and provide counsel as appropriate
7. Record the incident in the incident book if the allegation is substantiated (kept in the Headteacher's office)

In cases where an incident takes place off school premises the school will still monitor it as a bullying issue and will liaise with external agencies as appropriate (e.g. police service)

The class teacher may refer any incident to the Headteacher (or in her absence the Deputy Headteacher) if he/she deems it necessary or requires support in dealing with it.

**Evaluation of bullying incidents**

All incidents of bullying are recorded in sufficient depth so that analysis showing trends/patterns may be used to inform future policy and practice.

Bullying data will be reported termly to governors and annually to Herts County (via electronic survey). Any reporting will comply with the Data Protection Act.