

Liss Infant School Policy

Anti-Bullying

"Every child is unique - in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind."
(Thomas Hammarberg, 1997)

The school has agreed the following definition of bullying produced by the Anti-Bullying alliance:

"People doing nasty or unkind things to you on purpose, more than once, and which is difficult to stop."

This policy should be read in conjunction with the School policies for the Management of Behaviour and Exclusion

Purpose:

- To ensure that our school is a place where children and adults feel safe and valued and where they will be listened to and supported.
- To ensure that cases of bullying are quickly identified and effectively addressed.
- To ensure that staff, parents, and children accept a shared responsibility for positive behaviour and the prevention of bullying.

Method of Achievement:

- The values and ethos of the school demonstrate a zero tolerance of bullying .
- All members of the school community work together to engender an atmosphere of trust and openness.
- Children are actively encouraged to express any fears or anxieties to members of staff, who will treat them seriously and respond promptly and appropriately.
- The school has a rights-based approach to bullying, which recognizes that every adult and child, including those with SEN and disabilities, has the right to be safe.

We are aware that children with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perceptions of

difference

- Find it more difficult to resist bullies
- Be more isolated or not have many friends
- Not understand that what is happening is bullying
- Have difficulties telling people about bullying

The school is proactive in addressing these issues by:

- Embracing the Disability Equality Duty through our Disability Equality Scheme
- Ensuring that all staff are aware of children's individual needs
- Ensuring that an appropriate approach to incidents of bullying is taken, which is suited to the child's particular needs
- Ensuring that the school environment is welcoming, supportive and inclusive of children with SEN and disabilities
- Ensuring that children with SEN and disabilities have opportunities to participate in school clubs and groups, to develop friendships and take an active part in school life
- Making disability equality training available to all staff
- Listening to the views of children with SEN and disabilities on bullying
- Establishing appropriate, comfortable and safe support mechanisms to help children with SEN and disabilities who are being bullied
- Using a variety of methods to explore the issues of disability, SEN and bullying in a supportive and non-threatening way within the curriculum to underpin and inclusive and positive school ethos involving all learners
- Supporting all children with schemes such as buddying and social skills groups

The Manager for Personal Social and Health Education is the school's named person with responsibility for confidentiality, and with the Head Teacher, is available to all pupils and adults to be spoken to in confidence. Mrs Catherine Doyle is the school's named person.

All children are encouraged to take responsibility for themselves and others and are supported appropriately in doing so.

The school's Inclusion Manager is responsible for:

- Raising awareness of the disability equality duties and for addressing any related staff training needs
- Ensuring children with SEN and disabilities who are bullied receive support and help in preventing and dealing with it
- Monitoring the impact of anti-bullying interventions on individual children with

SEN and disabilities

- Ensuring children with social and behavioural needs receive appropriate support to prevent bullying behaviour where necessary

All adults employed by the school are able to identify signs of bullying and are aware of the appropriate course of action to be taken.

If a Class Teacher suspects, through observations or reports, that a potential bullying situation is beginning to emerge, they must keep a written log of all related incidents, including dates, times and people involved. This must be done with sufficient depth and accuracy to allow the School to monitor this policy effectively.

All suspected instances of bullying must also be reported promptly to the Head Teacher, who will address the matter immediately and ensure that all staff are made aware and are vigilant at all times.

Any member of staff who feels bullied or who feels that a colleague is being bullied, should report their concerns to the Head Teacher, the Deputy Head Teacher or the Chair of Governors. All reports will be thoroughly investigated in accordance with the School Procedure for Dealing with Allegations of Harassment or Bullying of Staff and the support and advice of Hampshire Education Personnel Service will be sought.

In instances where acts of bullying between pupils have been conclusively established, the following process will be initiated and documented by the Head Teacher:

Step 1 (informal)

The Head Teacher will inform the parents of those children involved and invite them into school to discuss the matter and to agree a way forward in order to ensure a positive outcome for all parties.

Step 2

If the matter cannot be resolved at Step 1, advice and support will be sought by the school from external agencies, e.g. Educational Psychologist, Primary Behaviour Service, etc. The parents of all concerned will be included in this consultation.

Step 3 (formal)

If the bullying persists, the school will invoke the Local Education Authority's Exclusion procedures to remove the culprit from the school.

Conclusion

With this policy the *Governing Body* and the school seek to work in partnership with parents to ensure the safety and well-being of every pupil and to provide a clear, consistent and robust approach to bullying. The effectiveness of the policy will be continuously monitored by the Head Teacher and the *Governing Body* in consultation with the staff, using information provided by observations, documentation and discussions with children and parents. The Head Teacher will report regularly to the *Governing Body* on the effectiveness of its implementation.

Agreed by the *Governing Body* on: July 8 2009

Checked January 2014

Due for full review