

HILL FARM PRIMARY SCHOOL

Anti-Bullying Policy

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. This policy reflects the Dfes guidance given in support of this obligation.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis.
- 1.3 At Hill Farm School we recognise that bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. At Hill Farm Primary School we therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable through the taught curriculum and pastoral care.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 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 towards bullying, and we make clear each person's responsibilities with regard to any reports of bullying in Hill Farm School.

3 The role of governors

- 3.1 At Hill Farm School the governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in the school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The headteacher sets 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.

5 The role of the teacher and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class on class behavioural records. Incidents at play time or lunch time are also recorded by the staff on duty. If teachers witness an act of bullying, they will either investigate it themselves or refer

it to a member of the Senior Management Team. Teachers and support staff do all they can to support the child who is being bullied

- 5.3 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the headteacher is informed. The child's parents may then be invited into the school to discuss the situation.
- 5.4 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 5.6 The SEAL (Social and Emotional Aspects of Learning) has been introduced throughout the Hill Farm School in order to raise awareness of appropriate responses to situations and behaviour towards others.

6 The role of parents

- 6.1 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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus.
- 6.2 Parents have a responsibility to support Hill Farm School's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1 At Hill Farm pupils are encouraged to tell anybody they trust if they are being bullied.
- 7.2 Pupils are encouraged to report any incidents of bullying they witness or suspect to an adult.
- 7.3 Hill Farm School Council work actively to promote appropriate behaviour at all times.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 This policy will be reviewed every three years, or earlier if necessary.

Signed:

Date: