

Dudley House School

Anti-Bullying Policy

(to be read in conjunction with Behaviour and Discipline)

1 Introduction

- 1.1** It is a government requirement that all schools must have in place measures to prevent all forms of bullying among pupils and that these should be part of the school's behaviour and anti-bullying policies. This policy reflects the DFE guidance and principles in 'Preventing and Tackling Bullying' (May 2012)
- 1.2** DFE guidance defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

2 Aims and objectives

- 2.1** Bullying is wrong and damages children. At Dudley House School we therefore do all we can to prevent it, by developing a school ethos in which bullying is understood and regarded as totally unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 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 to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of the teacher and support staff

- 3.1** All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 3.2** Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they may investigate it themselves, but must also inform the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 3.3** In the headteacher's office there is a logbook file with an anti-bullying section in which staff record all incidents of bullying that occur. Any adult who witnesses an act of bullying should record it in the logbook.

- 3.4** When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation and then may involve informal counselling and support for the victim and taking direct preventative action with the perpetrator. Time is spent talking to the child who has bullied: explaining why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as social services.

Staff are particularly aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobiles phones or the Internet, and to educate pupils about the proper use of modern technologies.

- 3.5** 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 and empathise with the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher to implement the school anti-bullying policy and related strategies, 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. 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 the actions the school is taking to prevent it.

- 4.3** The headteacher sets the school climate of mutual support and praise for success, thereby 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.

- 4.4** Professional development time will be allocated to raising awareness and prevention of bullying when appropriate.

5 The role of governors

- 5.1** 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 our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

- 5.2** The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- 5.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the headteacher is notified, and asked to conduct an investigation into the case, and to report back to a representative of the governing body.

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's prospectus and parent handbook.
- 6.2** Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.
- 6.3** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3** Children will be encouraged to share worries and concerns.

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 anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher.
- 8.3** This policy will be reviewed in three years, or earlier if necessary.

Signed:

Date: September 2009
Reviewed: January 2013