

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

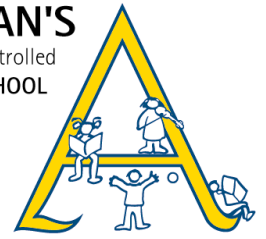
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Anti-bullying policy

Introduction

At St Aidan's we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and work. Bullying of any kind is unacceptable and will not be tolerated in our school. No one, regardless of race, disability, gender, sexual orientation or belief (as set out in the Equality Act, 2010), deserves to be a victim of bullying; everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving. We take all incidents of bullying very seriously.

Tackling bullying is a key element in promoting the health and well being of children and young people and was identified in the National Healthy School Standards (NHSS 1999).

This policy should be read in conjunction with other related school policies: *Positive behaviour*, *Care, control & restraint* and *Race equality*.

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1 Aims and objectives

Bullying is wrong and damages individual children; it causes pain, worry, fear and distress. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- 1.1 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 1.2 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.
- 1.3 Through this policy we aim to produce a consistent response to any bullying incident that may occur.

2 Definition

At St Aidan's we define bullying as the intentional repetitive or persistent hurting of one person by another where the relationship involves an imbalance of power. Bullying can be done face-to-face, through third parties, by sending messages or images via email and texts or through social media and online gaming. It can be physical or emotional and includes:

- name calling;
- taunting;
- mocking;
- gossiping;
- making offensive comments;
- spreading rumours;
- exclusion from groups;
- threats;
- taking and/or damaging belongings;
- causing physical distress.

3 Strategies

We discuss the effects of bullying and how to tackle these issues through our Personal, Social and Health Education (PSHE) curriculum, assemblies and an annual school focus on positive behaviour and anti-bullying. All children are asked about bullying in their annual survey, the results of which are collated and the findings shared with children, staff, parents and governors and may form targets in the School Improvement plan.

- 3.1 If we become aware of any bullying taking place within the school, we deal with the issue immediately and impartially. This may involve counselling and support for the victim and appropriate action for the perpetrator. We spend time talking to the child who has bullied: we try to get to the bottom of why the bullying occurred, we explain why it was wrong and we try to help the child change his / her behaviour in future. If appropriate, bullying will be addressed as an issue in the class through PSHE lessons.



- 3.2 When dealing with an incident we adopt a problem solving approach which moves children on from simply trying to justify their behaviour. We try to identify the problem and suggest solutions. If possible, the children will be reconciled.
- 3.3 In line with our school ethos that bullying is unacceptable and in the knowledge that other children are often aware of bullying behaviour, we actively encourage pupils to tell an adult when they know that bullying occurs; we do not want any child to suffer in silence.
- 3.4 The first time a child is found to be involved in bullying, the Headteacher and the Inclusion Manager will be made aware of the situation but it will be dealt with by the class teacher. If a child is found to be repeatedly bullying other children, the Headteacher and the Inclusion Manager will become actively involved. The child's parents are then invited into the school to discuss the situation. In difficult cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

4 The role of parents

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.

- 4.1 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

5 The role of teachers

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place wherever possible. They report all incidents to a member of the SLT who updates the central behaviour log. At lunchtimes this duty is undertaken by the School Meals Supervisory Assistants (SMSAs).

- 5.1 Teachers work to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 5.2 If teachers witness an act of bullying, they respond as described above. If it comes to their attention that a child is being bullied over a period of time, the matter is reported to the Headteacher and the parents are informed.
- 5.3 The Leadership Team monitors the behaviour log at their fortnightly meeting.
- 5.4 Teachers are routinely updated on current best practice with regard to bullying and behaviour management.

6 The role of the Headteacher

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 this policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about any incidents of bullying at each full meeting and about the effectiveness of the anti-bullying policy on request.



- 6.1 The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. Children are reminded about this at various assemblies throughout the year, where positive messages of good behaviour are reinforced.
- 6.2 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.
- 6.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

7 The role of governors

The Governing Body supports the Headteacher in all efforts to eliminate bullying from the school. This policy statement makes it very clear that the Governing Body does not tolerate bullying taking place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- 7.1 The governors require the Headteacher to keep accurate records of all incidents of bullying, to report at each full meeting about any incidents of bullying and to report to the governors about the effectiveness of school anti-bullying strategies on request.

8 Complaints

Anyone who suspects that their child is being bullied and wishes to complain about the way the situation is being handled should see our *Complaints procedure* which can be obtained from the office or down-loaded from our website.

9 Monitoring and review

- 9.1 This policy is monitored on a day-to-day basis by the Headteacher. Details of all bullying incidents form part of the Headteacher's report to governors at each half-termly GB meeting.
- 9.2 The effectiveness of this policy is assessed by the Governing Body in part 2 of full GB meetings following the Headteacher's report..
- 9.3 This policy is reviewed annually by the Care and communication committee.

Date of policy: **NOVEMBER 2019**

Policy ratified: (Signature) (Date)

Review due: **NOVEMBER 2020**