



Fierté Multi Academy Trust

Policy on Anti-Bullying

2018-19

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

1 Introduction

1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

2 Aims and Objectives

2.1 Bullying is when one or more pupils systematically and repeatedly target another pupil over a sustained period of time.

2.2 Bullying can be physical, verbal or emotional (also see Acceptable User Policy On-Line Policy, Communications and Freedom of Information Policy)

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

2.4 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.

2.5 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.6 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 Governors

3.1 The Local Governing Body and the Fierté Board supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body and the Fierté

Trust 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.

3.2 The Local Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. 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.

3.3 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 governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

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.

4.2 In the first instance, the class teacher is responsible for the implementation of the school anti-bullying strategy. He/she will take note of any isolated cases of name calling or physical or verbal incidents against any particular child. If it becomes apparent that a child is becoming systematically and repeatedly targeted, then the Headteacher will be informed. The Headteacher will then note any other incidents that may take place between the child and his/her peers. If a child is being bullied over a period of time then the Headteacher will inform the child parents of the children concerned following the school behaviour policy in line with this.

4.3 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.

4.4 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.5 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.

4.6 The headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

5 The Role of the Teacher and Support Staff

5.1 All the staff in our school takes 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, and that they are aware of in the school. If teachers witness an act of bullying, they will

either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied.

5.3 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher will be informed. The child's parents will be invited 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 the social services.

5.5 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.

5.6 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.

5.7 The Headteacher has a record of an incidents / complaints of bullying including cyber bullying. This record is updated as and when complaints occur. Any incidents are communicated to the LGB and Trust Board on a termly basis.

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 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 including the Pupil Leadership Team.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and through the Pupil Leadership Team.

7.3 Our School Council and Pupil Leadership Team ensures that the pupil voice regarding keeping safe/ bullying is heard on a regular basis through monitoring activities.

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 asking the Chair of Governors to examine the **School's Anti-Bullying Logbook and E-Safety and Cyber Bullying Logbook (incorporated into the Behaviour Book)**, where incidents of bullying are recorded, and by discussion with the Headteacher. The Chair of Governors will report back to the Governing Body who will analyse the information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed in two years, or earlier if necessary

Signed:

Date: September 2018 reviewed

Review Date: September 2019

Dyslexia: The Fierté Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.