



"Where children come first"

Bullying Policy

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APPROVAL & ADOPTION

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

24th January 2018

UPDATE SCHEDULE

Version	Date	Reason for Update
1.00	12/07/17	First Version post de-Federation
2.00	15/01/18	Separation of two Policies/Renaming

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Bullying Policy

The DfE definition of bullying is:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

(September 2012)

The Nature of Bullying

Bullying can take many forms but the three main types are physical, emotional and verbal.

Bullying of any type will not be tolerated. Staff have a collective responsibility to work to prevent it from happening and to ensure that any reported incidences are thoroughly investigated.

Staff should watch for early signs of distress, for example:

- deterioration of work
- spurious illness
- isolation
- tearfulness
- distress
- refusal to speak
- unusual bullying of others
- lack of appetite
- the desire to remain with adults
- erratic attendance

We should ask the victim to record the incident.

We should ask the bully to record the incident.

We should offer the victim support.

When there is a complaint about bullying from a parent or pupil it should initially be dealt with by the class teacher of the aggrieved pupil and formally recorded.

If bullying persists then this should be reported to the Key Stage Leader who should monitor records and make sure that their intervention is recorded on an incident sheet.

Persistent problems should be referred to the Headteacher, Senior Leadership or SENCo, who will advise or make direct reference to parents or other agencies as appropriate. They will also ensure that members of staff are made appropriately aware through staff meeting procedures for discussing pupils.

It is the responsibility of the leadership team to ensure that parents and pupils get feedback

about any investigation and that the matter is dealt with as openly and honestly as possible.

It should always be made clear to the offender(s) that any repercussions will lead directly to sanctions that have been outlined according to individual circumstances.

All incidents are recorded on an incident sheet, which should be kept by the class teacher and SENCO in duplicate until such times as the pupil leaves the school and the documentation is no-longer required; a complete record of bullying incidents should also be kept in the school bullying log which is kept in the school office at Aylesham Primary School. Records of serious incidents and those involving harm either through aggression or due to an accident should be kept in the school archives.

It is imperative that *everyone in whole school* knows that bullying is unacceptable.

Teachers must make pupils aware that if they report bullying pupils will be supported in a sensitive and meaningful way.

We should seek to use the pupils as a positive resource in countering the bullying, encouraging open discussion of the issue or incident.

Roles and Responsibilities

A. The role of the pupil

The pupil has a central role in the development of his or her own self-discipline. We must always appeal to this growing sense of responsibility in an age appropriate and relevant way.

Negotiation and discussion must provide opportunities for pupils to reflect on their behaviour and its consequences, also giving opportunities for pupils to put things right and restore the equilibrium, or find alternatives to direct conflict.

We must also be flexible enough to respond positively to efforts made by pupils when they are genuinely trying to effect a change in their behaviour.

B. The role of the parents as our partners

- Parents are encouraged to support the school policy for managing relationships and their child by coming up to school to discuss any problems that arise.
- Parents are encouraged to support any disciplinary measure imposed by us e.g. detention, work sent home to finish, report books, which rely on home school co-operation.
- Parents are encouraged to understand that a non-judgmental, sympathetic, co-operative and helpful response will always be on offer and that the school can be an access point to other services when dealing with serious behaviour difficulties.

C. The role of the Governors

In a school maintained by a Local Education Authority the "general conduct of the school" is under direction of the governing body subject to any provision of the articles conferring specific functions to any other person.

- To make a statement of principles on discipline of the school to which heads must have regard.
- To consider the reinstatement of a pupil excluded from school.

D. The roles of the class teacher and teaching assistants

This description extends to all adults, Teaching Assistance and ancillary workers where relevant since it is part of their job to support teaching staff.

The cornerstone of good discipline is sound working relationships between teachers and pupils. Like anything worthwhile, relationships have to be worked at and both parties need to work towards developing mutual respect.

Specifically it is the class teacher that should initiate and monitor agreed behaviour management programmes, in conjunction with and following advice from the SENCo, feedback to the child and communicate with relevant parties.

Teaching Assistants can provide valuable insight into pupils' behaviour; they can assist in monitoring behaviour and often can be used to provide an element of stability when circumstances change unexpectedly. Their main role is to support the teacher.

Experienced teachers have developed many strategies for dealing with conflict. Some of the simpler ones are outlined in this policy. Teachers who are experiencing difficulties with individuals or groups are encouraged to share the problem and draw on the experience of their colleagues. This can be done informally in the staff room and also more formally at regular staff meetings.

Experience has shown that often we discover patterns of pupil's behaviour in this way, and that a collective and united response can prove to be the best way forward.

E. The role of the Key Stage Leader

Key Stage Leaders are experienced teachers who have responsibility for overseeing the pastoral needs for those in their care. Class teachers should initially discuss problem behaviour with Key Stage Managers to share information, inform them of their concerns and to enlist their support for taking the problem to parents, the Senior Leadership Team or the Headteacher.

Key Stage Leaders also have role in monitoring and communicating significant information to the remainder of the leadership team or Headteacher.

F. The role of the SENCO

With specific reference to this policy, the SENCO has the responsibility for arranging the support and counselling necessary for both the victim of bullying and the bully

G. The role of the Leadership Team

One of the primary roles is that of supporting staff in dealing with conflicts and in ensuring that incidents and individuals are dealt with in accordance with the principles in this policy. Their role therefore often involves negotiating with staff, parents, pupils and the community to reach mutually acceptable solutions that try to take the pupil forward a step towards a better self-awareness.

The Leadership team have specific responsibility for developing and maintaining this policy and have a duty to determine measures to promote self-discipline and proper regard for authority, encourage good behaviour, secure acceptable standards of behaviour and regulate the conduct of pupils. They must act in accordance with any written statement of principles provided by the governors and have regard to any guidance by them.

The Headteacher has responsibility for the internal organisation, management and control of the school. With reference to the discipline the head is required to ensure that his/ her measures with respect to behaviour and control "are generally known throughout the school." This policy is regarded as the written evidence of that.

A member of the leadership team should be available at all times to support staff in resolving serious breaches of discipline.

The Headteacher, or the Deputy Headteacher in their absence, to decide when it is appropriate to -

- Officially exclude a pupil from school and to notify the parents, local authority and governing body in the way laid down by the local authority regulations.
- To bring specific cases of non-discipline to the attention of the governing body and local authority body where appropriate,
- In the daily execution of their duties in and around the school, to support the staff by challenging any inappropriate behaviour observed and reward good examples of behaviour with positive comments to the child.

In practice all staff should work in a mutually supportive way to maximise our effectiveness.

In practice any member of the Leadership Team has the experience to cover this role when one or other is not available

Detention and Exclusion Procedures

The school has a system of lunchtime detentions for occasions where behaviour has breached the code of conduct or school rules and a formal sanction is appropriate. All staff can place a student in detention, which is then conducted by the member of staff who placed the pupil in detention. This emphasises to the pupil that they are answerable for their behaviour to the member of staff and helps repair damaged relationships.

In circumstances of more extreme or persistent behaviour a member of the leadership team will consider whether to place a pupil in an 'internal exclusion'. These are part of our plan to reduce the amount of pupils who receive formal fixed term exclusions. Pupils complete missed work and work from that days lessons in isolation from their peer group and spend breaks and unstructured times in the same way. Parents are informed when their child is placed in an 'internal exclusion', but permission is not required.

Occasionally, pupils may be detained at the end of the school day for a period of up to an hour, specifically to complete learning that has not been completed during the school day due to unacceptable behavioural choices. These often work best when completed on the same school day so that pupils are enabled to make sound links between the behaviours and the sanction of remaining in school at the end of the day. In these instances parental consent should be sought via telephone, with clear information given as to the reason for the detention and the time that the child will be ready for collection.

This decision is only taken in response to the most serious incidents and in most cases, when a pupil is excluded the school will have exhausted all other options over a period of time.

The school follows county guidelines for both fixed and permanent exclusions and full procedures are available for scrutiny in the School office.