



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Anti-Bullying Policy

At Alexander Hosea we strive to create an inclusive community where its members have self-belief, accept and value similarities and differences in themselves and others and learn to respect each other within school and in the wider world. These values are reflected in the school's vision, ASPIRE values and aims:-

Adaptability - To be adaptable in a changing world

Self-belief- To have self-belief in what they can achieve

Perseverance - To persevere and show resilience

Inclusion - To accept and value differences and similarities in ourselves and others

Respect - To respect views, opinions and belongings of ourselves and others

Enquiry - To foster a zest for discovery and learning

Bullying is regarded as totally unacceptable throughout the school.

The school will strive, through its values and aims and Personal, Social, Health and Emotional education, to prevent instances of bullying before they occur.

However, whenever groups of people are together there may be instances of bullying behaviour. The school will operate a clear procedure so that such instances can be reported and dealt with effectively i.e. to help those being bullied as well as the child who is doing the bullying.

To meet our aims, Alexander Hosea will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Definition of Bullying

At Alexander Hosea we define bullying in the following way:

Deliberate and hurtful behaviour repeated over a period of time that is difficult to defend against.

This behaviour can be:

- Physical e.g. taking things, hitting, kicking or other violence
- Verbal e.g. name calling, offensive remarks, spreading rumours, threats
- Emotional e.g. humiliation, exclusion from social groups or activities, sending malicious text messages or e-mails (cyber-bullying)

Specific incidents of bullying include racist, transphobic, homophobic, related to sex or gender or bullying on account of a child's special educational needs or disabilities.

These incidents could happen face to face or via other media such as internet gaming sites.

Aims

To minimise incidents of bullying behaviour by pupils at school we will:

- Apply the whole school anti-bullying policy consistently
- Involve pupils in developing and reviewing anti-bullying strategies by involvement in the 'charter to prevent bullying'
- Establish and maintain the high profile for anti-bullying
- Relate bullying issues directly to the school's values, aims and behaviour policy
- Monitor incidents of bullying

To make anti-bullying a priority for all those associated with the school including pupils, parents, teachers and governors we will:

- Designate responsibility for dealing with bullying behaviour to the Head teacher who will report three times a year to the Governing Body (Health, Safety, Welfare and Premises committee)
- Promote anti-bullying procedures through the Pupil Council, Peer Groups, website, school prospectus, newsletter items as appropriate

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks we will:

- Maintain unambiguous procedures for dealing with bullying behaviour which the whole school community is aware of (see below)
- Make contact with parents as soon as possible if bullying behaviour is reported

To provide support, advice and guidance to parents and pupils we will:

- Highlight anti-bullying in:

Assemblies

Newsletters

Website

National anti-bullying week

Ensure children are encouraged to use their WITS

Use of positive role models throughout the curriculum portraying different abilities, disabilities, cultures

Promoting valuing each other as individuals with personal strengths and areas of need

Open discussions of the issue in Personal, Health, Social and Emotional lessons (PSHE), Social Emotional Aspects of Learning (SEAL) programme and when such discussion arises in a cross-curricular manner e.g. history

Involvement of the Pupil Council in developing the 'charter to prevent bullying'

- Involve parents at an early stage
- Seek to understand personal issues when communicating with parents
- Identify patterns of bullying behaviour through use of behaviour logs

- Keep parents informed of progress
- Share information about support/ sanctions if bullying behaviour persists
- Refer to Behaviour Support Team for strategy advice and support

Procedure for Dealing with Bullying Behaviour

- 1. Tell**
- 2. Investigate**
- 3. Intervention**
- 4. Follow Up**

Recording Bullying Incidents

Early one-off incidents may be recorded in the class behaviour log. If this builds a picture of bullying it must be reported to the Headteacher.

All confirmed cases of bullying will be reported (see Appendix 1). Cases of racist bullying, bullying based on a child's needs or disabilities, or homophobic/transphobic bullying must be reported to the Headteacher in the first instance. Confirmed cases must be recorded and reported to the Chair of Governors and the Local Authority.

This policy needs to be read in conjunction with:

- Behaviour Policy
- Equalities Policy
- Exclusion Policy
- PSHE Policy
- Safeguarding / Child Protection Policy
- Acceptable use of IT Policy / Use of mobile phones
- Complaints Policy

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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