



Anti-Bullying Policy

1. Rationale

At Maple Grove Primary School we recognise that bullying can occur. When it does it can be harmful, both physically and emotionally, for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively.

2. What is bullying?

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves.

We believe that there are a number of types of bullying:

- Emotional: reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing.
- Physical: unprovoked assault on a person or group, including pushing, kicking, hitting, punching or taking someone's belongings.
- Verbal: using language in a derogatory or offensive manner, such as name calling, sarcasm, spreading rumours or persistent teasing.
- Social: excluding someone from a group, leaving them out of activities or not speaking to them.
- Cyber: Internet or mobile phone bullying which might involve sending offensive emails or texts.
- Racist: making racial taunts, gestures or making fun of someone's culture or religion
- Sexist: making unwanted physical contact or saying sexually abusive comments
- Bullying is not:
 - It is important to understand that children do sometimes fall out with their friends or say things because they are upset. They may have an argument and be involved in name calling. When occasional problems like this arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships
 - It is bullying if it is done on repeatedly and on purpose

3. Strategies to Reduce Bullying

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the schools policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

3.1 Whole school initiatives' and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aware of reducing the opportunities for bullying to occur. These include:

- Regular PSHE teaching following the agreed scheme of work with cooperative group work
- Taking part in national anti bullying week

- Awareness through anti bullying assemblies
- Circle time
- Drama/role play activities
- Implementation of playground mentors
- Playground buddies for children who are experiences difficulties settling into school
- At individual level, children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance from learning mentors.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents
- There are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- There are also locations about the school in which incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will be forbidden access to these areas. A playground policy will be implemented to ensure:
 - good management of play during break times;
 - clear rules and guidelines on the consequences of breaking the rules;
 - support for collaborative play;
 - zoning of the space to support a range of games and activities; and
 - Training and support for playground assistants

4. The Role of the Parents

Maple Grove Primary School is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents informed.

Parents have an important part to play in helping to prevent and deal with bullying issues. Parents should:

- Look out for unusual behaviour in their child – for example, not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Take an active role in their child’s education. Enquire how their day has gone, who they have spent time with etc.
- Inform the school if they feel their child may be a victim of bullying behaviour. Their complaint will be taken seriously and appropriate action will follow.

- Not approach another child in the playground or on their way home if they feel they have bullied their own child. They should inform the school immediately.
- Not advise your child to fight back or to repeat the bully's behaviour. This will only make the situation worse.
- Tell your child it is not their fault they are being bullied.
- Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or agreed LAT behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5. The Role of the Head of School

- It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head of School keeps records of all reported serious incidents of misbehaviour.
- The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus and newsletters, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7. The Role of Governors

- The IEB has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.
- The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

8. Fixed term and permanent exclusions

- Only the Executive Head of School or Head of School has the power to exclude a pupil from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head of School excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the IEB. The school informs the parents how to make any such appeal.
- The Head of School informs the IEB about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The IEB itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.
- The IEB has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

9. Monitoring

- The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the IEB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the IEB to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Agreed date: November 2016

Review date: November 2018