


<h1>Anti-Bullying Policy</h1>	
DATE OF ADOPTION: September 2018	
DATE OF NEXT REVIEW: September 2020	
TO BE REVIEWED BY: Full Governing Board	

DECOY VALUES

Have a go

Make the right choices

Do your best

Think of others

Our Golden Value

Treat other people as you would like them to treat you

ANTI – BULLYING POLICY

It is a primary aim of Decoy Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. At our school we believe that all children have the right to learn and feel safe and happy at school. We are a caring community and our values are built on mutual trust and respect for all. We believe in an environment which encourages children and builds self-esteem, so that children become more confident, mature independent learners and members of society.

Statutory Duty

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Bullying may be defined as deliberately hurtful behaviour, repeated over a period of time. By bullying we mean the behaviour is **persistent**.

Bullying can take many forms including:

Verbal Name-calling and ridicule such as racist or homophobic remarks.

Visual Graffiti

Incitement Spreading rumours or encouraging others to participate.

Cyber Using technology such as text messages, social media or email.

Segregation Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.

Physical Hitting, pushing, unwanted touching, kicking, threatening with a weapon.

Property Theft or damage to personal property; extortion.

In response to a bullying incident we will:

- Talk to the individuals involved and any witnesses using a restorative approach
- Identify the bully and talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated
- Keep a record of the incident in the Head Teacher's office or in class incidents logs
- Keep a log of any on-going concerns
- Involve all parties together to discuss the issues if agreed by all parties
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents - make it clear that bullying is not tolerated
- When appropriate, support children individually or together

Prevention & strategies to reinforce Decoy's Policy on Anti- bullying:

- Constant reference to the Golden Rule
- Teach the SEAL Anti-bullying unit of work and the Getting on and Falling out unit
- THRIVE (pastoral support program)
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying
- Children participate in role-play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety skills progression
- Use of Young Sports Leaders
- Effective behaviour management across the school to ensure that low level incidents do not escalate
- All staff to receive appropriate training
- The school to take part in national initiatives such as Anti Bullying Week
- Parents to be signposted to information and support through the website/newsletters etc.

Consequences following reports of bullying

Depending on the nature of the incidents and behaviour, the school may move skip a consequence stage – they are not to be interpreted as strictly hierarchical.

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STAGE	CONSEQUENCE
1	See "Response to bullying" listed above
2	Meeting between children involved – if possible and appropriate, the matter is de-escalated and diffused. If incidents are related to break and lunchtimes staff will use a Rate My Play card. A date for review is agreed within two weeks (repeat)
3	The parents of the bully and the child who has been bullied are informed. Strategies for a sincere apology are explored and agreed – a verbal apology, a card may be made, a letter of apology etc. A date for review is agreed within two weeks (repeat)
4	Following a second incident, the child who has been bullying will lose further privileges. Parents will be updated on the situation The situation is monitored by the Headteacher/Deputy Headteacher. A date for review is agreed within two weeks (repeat)
5	If a child bullies for a third time, the school will devise an incentive plan to help the child who is bullying and an action plan (See Appendix 1) will be written and agreed with parents. This will be shared with relevant staff. The child who has been bullying may lose further privileges. The parents are updated on the situation. The situation continues to be monitored by the Headteacher/Deputy Headteacher. There will be an internal exclusion. A date for review is agreed within two weeks (repeat)
6	Exclusion This is in extreme cases and will be in line with the Exclusions Policy

Monitoring and Review

The role of the Governing Body The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governing board will review procedures and incidents termly.

The governors will deal with complaints from parents relating to behaviour and / or bullying through an appropriate committee of impartial governors

To be read in conjunction with:

- Behaviour Principles Written Statement
- Decoy Promoting Positive Behaviour Policy