

Carlton Primary School

Anti-bullying Policy



If you believe, you CAN achieve

Adopted/ last reviewed by Governing Body on:	Date / Term / Year 09 / 2018
Next revision	Annual / Bi-annual / Tri-annual / Termly
To be reviewed on:	Date / Term / Year founded 1883

Signed:

INTRODUCTION

1.1 Statement of Intent

Carlton Community is committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity. Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated at our school. We understand the devastating and lasting effect being bullied can have on some children and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside of school. Preventing and tackling bullying is part of our work to support pupils' social and emotional development and to be recognised as a healthy school.

As a Rights Respecting School, this policy is under-pinned by **Articles 19 and 28**: Children have a right to be protected from all forms of violence and exploitation, as well as their universal right to a primary education.

1.2 School Responsibilities (Statutory Responsibilities are outlined in Appendix A)

1.3 Objectives of this Policy

This policy sets out the school's approach to preventing and dealing with bullying that occurs between pupils of this school which takes place:

- On the school premises;
- Outside the school
- On the journey between school and home;
- Online or by text at school or outside of school hours.

The policy aims to ensure that

- Governors, teaching and non-teaching staff, pupils and parents and carers have an understanding of what bullying is.
- Governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying occurs.
- Pupils and parents and carers know what the school policy is on bullying, and what they should do if bullying occurs
- Pupils and parents and carers are assured that they will be supported when bullying is reported.
- Effective, consistent action is taken both to prevent and address bullying behaviour.
- All of Carlton's Community ensures that behaviour demonstrates respect for others including the freedom from bullying/harassment, cyberbullying, addresses prejudice and prejudice based bullying;
- The school challenges all forms of prejudice that stand in the way of fulfilling our commitment to the PSED legal duties:
 - A. prejudices around disability and special educational needs
 - B. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and

- Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- C. Prejudices reflecting sexism and homophobia.

This policy was produced by the whole school community and involved a series of meetings with the school council, teaching and support staff, parents and carers and governors about bullying and what can be done to prevent it. Through those discussions we agreed a definition of bullying and the approach the school should take to prevent and tackle it. Our annual anti-bullying week is also an opportunity to discuss aspects of the policy.

1.4 Development of the Policy

When developing this policy we took account:

- DfE guidance “Preventing and Tackling Bullying” **July 2017**
- Keeping Children Safe in Education September 2018
- Camden’s example policy **2014**
- **Safeguarding Children and Young People 2014**
- Ofsted inspection framework **2014**
- Ofsted’s briefings on inspections in relation to preventing homophobic bullying and equalities
- The Education and Inspections Act **2006**
- The Equality Act **2010**

Links to other policies

This policy links to our behaviour, equalities, safeguarding and PSHE policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children.

2. DEFINITION

We have used the Department for Education’s definition in their guidance; Preventing and Tackling Bullying” **July 2017**.

Bullying is “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

This means that to be described as bullying, behaviour has to be

- Deliberately hurtful
- Is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can be:

- Direct physical bullying (pushing, hitting, punching, kicking).
- Direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).

- Indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- Cyber-bullying: bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to:

- Race, religion, culture or belief (or no belief)
- Special educational needs and disabilities (**SEND**)
- Young carers
- Looked after children (**LAC**)
- Background/ethnicity
- Gender
- Appearance and size
- Ability and attainment
- Sexist or sexual bullying (bullying based on a person's sexuality)
- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children and young people or one off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

Bullying can also happen between adults and children and between adults.

We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

3. PREVENTION

3.1 Context

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty also, we include activities and opportunities, which equip children with the skills they need to stay safe from bullying.

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through

1. *Whole school ethos and environment*
2. *Whole school activities (playground and classroom)*
3. *Training and support for staff*
4. *Involving pupils, parents and carer*

3.2 Whole School Ethos

Carlton is committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E, PSHE and SEAL schemes of work and in the implementation of our Positive Behaviour policy. The school council led a pupil voice consultation to establish the schools Rights and Responsibilities.

- We expect children to have respect for each other and accept responsibility for their behaviour
- Staff model good behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour
- Staff challenge children when they use prejudice-based language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything
- We recognise and celebrate difference and diversity
- We have a range of activities during break and lunchtimes that promote cooperative activities and reduce domination of the playground by rough games and football
- Our break and lunchtimes are well supervised and support staff are trained in organising structured activities and encouraging all children to participate
- We talk to children about how safe they feel in the playground
- We take particular care of children with special educational needs and disabilities, who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.
- Follow a week of themed activities during national anti-bullying week called 'Friendship Week' – each year has a different theme
- Hold weekly circle times and each class has a bubble box or mumble box, the head teacher has a mumble box for pupils to report confidentially
- We have an “acceptable use of computers and technology” policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in Camden’s model e-safety policy for schools

In the playground we work to improve playtimes and the grounds by:

- Continuing to improve the school grounds, creating more co-operative play
- Provide constructive and collaborative play opportunities
- Continuing to improve the school grounds, creating more co-operative play spaces in a variety of spaces – reducing the domination of the playground by rough games and football
- Provide on-going program of training for staff on playground issues
- Watch and interact with children at play, looking out for pupils who ‘appear’ left out
- Continue with ‘Playground Friends’ pods to support positive play and friendships in the playground
- Staff trained to deliver ‘circle of friends’ to encourage peer support and social interactive play skills
- Identifying places in the playground and in or around school that pupils feel are unsafe
- Use Restorative Conversations (script) to support conflict resolution

In the classroom we:

- If any particular class, bullying or unpleasant behaviour towards one another, or a change in dynamics appears to increase issues, teachers carry out whole class work and additional circle times. Other supports include resiliency assessments, class questionnaires, small group circle times, one to one conferencing and other social interaction/team work activities. Further support is available from the inclusion team, leadership team or out of school services such as PLSS Outreach team.
- Ensure the Carlton Community (positive behaviour) board and whole school approach is visible and accessible to reference and recall at all times – (see classroom environment expectations within behaviour policy and teaching and learning policy)
- Use Restorative Conversations as an approach to conflict resolution (School script)

Incidents outside of school (discovered in school):

- School staff have the power to discipline pupils for misbehaviours outside of the school premises, if it was reasonable for the school to be involved.
- If cyber-bullying is suspected, there is no need for parental consent to search through a young person’s phone. The headteacher (through the Education Act 2011) has the power to authorise the seizure of mobile phones on school premises. If any concerning information/images are found (that could be linked to an illegal offence) schools must notify the police.

3.3 Curriculum

Teaching about bullying and its consequences is taught through PSHE and is covered through RE and literacy as well.

Pupils learn

- what bullying is, how it feels, why people bully, what to do about it and how to prevent it
- about the differences between people and about the importance of being inclusive and celebrating difference and diversity
- about the impact of prejudice and discrimination
- skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships
- how to keep safe and behave responsibly when using the internet and mobile phones

We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including children with disabilities and those with same sex parents when teaching about families.

Every class has a weekly circle time, which is an opportunity for the class to regularly talk and listen to one another about social and emotional issues. It helps to promote positive relationships and positive behaviour and helps children share responsibility for creating a better learning and caring environment.

We conduct an annual survey of primary pupils to find out how safe they feel in school and whether they have experienced or seen bullying and whether they feel the school takes bullying seriously

3.4 Training and Support for Staff

We have annual safeguarding training, which includes an update of this policy, to ensure that all staff clearly understand how to identify bullying and what to do if it occurs. We attend regular Camden PSHE training to gather ideas and approaches from other schools. We annually have staff INSET on tackling cyber-bullying and on preventing and dealing with homophobic/transphobic bullying and language.

3.5 Involving Parents and Carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

We run annual workshops for parents and carers about what bullying is, what to do if their child is bullied and how the school will deal with it, as well as workshops on e-safety and what to do if their child experiences cyber-bullying.

4. ROLES AND RESPONSIBILITIES (Outlined in Appendix B)

5. PROCEDURES

All the staff in our school take all forms of bullying and prejudice-based language seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the staff handbook on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incident that is reported to school staff, including taking place outside of school, on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

At Carlton we believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to be vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty.

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carer feels comfortable with can be approached.
2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary, sanctions followed and the bullying stopped quickly. All incidents are recorded in the red book held in the office. (The head teacher reads this weekly and acts follows up or acts further if necessary.) All serious incidents will be reported to a member of the SLT immediately and recorded by staff in the red book held in the office (Evidence is recorded on incidents forms, statements from all concerned, witnesses including staff and children.)
3. In all cases all parents/carers will be informed and for some incidents they may be asked to come in for a meeting to discuss the problem with the head teacher or member of SLT.
4. If necessary and appropriate, police will be consulted. If there is a “reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm” a bullying incident should be addressed as a child protection concern under the Children’s Act 1989
5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to a key member of staff/Behaviour for

Learning support/wave 2 social or SEAL groups/TOPPS/CAHMS or HI staff for further support if necessary.

6. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to a key member of staff/Behaviour for Learning support/wave 2 social or SEAL groups/TOPPS/CAHMS or HI staff for further support if necessary.
7. External agencies are referred to if it is felt the school cannot address the needs from in school support. E.g. Outreach, EYIP or FSSW. Children who harm other children will be referred directly to the MASH team and they will decide if FSSW should be allocated the case or other intervention support team.

5.2 Outcomes

1. The bully (bullies) will be asked to genuinely apologise. We will always attempt to reconcile pupils involved using a restorative approach where possible.
2. Other consequences for the bully may take place depending on the seriousness of the problem. In serious cases, exclusion will be considered.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. **With more serious incidents:** Schools should do all they can to ensure bullied children continue to attend school, including arranging separate on or off-site provision. While schools should respond sensitively where an absence arises as a result of bullying, in most cases it is not necessary or helpful to remove a bullied child from school. In extreme cases, this may mean a managed transfer to another mainstream school. If a child has developed complex needs as a result of bullying which cannot be met in mainstream education, then alternative provision may need to be arranged.

Details are noted in the DFE document: Statutory guidance on the use of alternative provision (January 2013)

5.3 Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the public bus
- Begs to be driven or escorted to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged

- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

6. MONITORING AND REVIEW

Following any bullying we use the feedback from parents and pupils to evaluate our approach and make changes as needed. We analyse data on bullying and prejudice-based language to help plan future actions to reduce bullying and eliminate discrimination.

Monitoring and review

- 6.1 The head teacher monitors the policy on a day-to-day basis. The head teacher reports to governors and LA on a termly basis. A monitoring report is prepared termly as part of the Inclusion Leader of Learning report to governors. It is a regular item on the Resources Committee and School Improvement Committee.
- 6.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Inclusion Leader of Learning and head teacher. The Governors analyse information for patterns of people, places or groups. They look out in particular for racist, sexist or homophobic, transphobic bullying, or bullying directed at children with disabilities or special educational needs.
- 6.3 This policy will be reviewed every two years or earlier if necessary.

7. SUPPORT FOR CHILDREN, PARENTS AND CARERS

We have a pamphlet for parents and carers with guidance on what to do if their child is being bullied or is bullying others

What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to go to school
- feeling unwell, often with a headache
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Take time to listen to your child and stay calm
- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
 - Encourage your child to talk to their teacher or someone at the school
 - Never intervene with other children or children's parents, but let the school know.
- Contact your child's class or form teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Head of Year or Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.
There is a leaflet on Camden Council's website giving advice about how to complain about a school service:
<http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher or form tutor to talk about how the bullying can be dealt with
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 2

Further Contacts

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

8. SHARING THE POLICY

Key information from this policy will be incorporated into the following documents

- School Handbook / Prospectus
- Staff Handbook
- Governor Handbook
- Home-school contract/agreement
- **School Website (Summary)**

A full copy of this policy is freely available to parents and carers on request and a copy is on the Parent's and carer's notice board and on the school website. All new parents and carers and pupils receive a copy and the anti-bullying policy is explained and discussed at the start of each year. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

Appendix A

Statutory Responsibilities of School

We are aware of our statutory responsibilities in regards to preventing and tackling bullying as set out in:

(i) Section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(ii) Equality act 2010

We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to

- eliminate unlawful discrimination, harassment, victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

(iii) Safeguarding children and young people-Children Act 1989

- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Camden Local Authority
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

(iv) Criminal law

- Bullying in itself is not a specific criminal offence. However some types of harassing , threatening behaviour or communications , could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.
- If staff feel that an offence may have been committed they will seek assistance from the police.

(v) Bullying outside school premises

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The headteacher should also consider whether it is appropriate to notify the police or local authority
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Appendix B

Key Roles of Stakeholders

4.1 The Role of the Governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body 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.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher 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.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure. 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 head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4.2 The role of the head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher 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.
- The head teacher ensures that all staff receives sufficient training to be equipped to identify and deal with all incidents of bullying. (Usually this forms part of the schools annual Behaviour Policy review, activities during National Anti-bullying Week and as part of TeamTeach training. Staff requiring further support will be targeted and supported as part of performance management or immediately if an urgent situation arose.)
- The head teacher 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.

4.3 The role of the teacher and support staff

- All the staff at Carlton takes all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will investigate it and deal with it in line with policy; they will refer serious cases to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. Parents are informed by a member of staff via a letter and phone call, to ensure they receive the If a child is being bullied over a period of time, then, after consultation with the head teacher/LT, the head teacher meets the child's parents/carers.
- In the office, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook – incident forms and statements should all be included.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher/deputy and take it to the inclusion team meeting. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective, the deputy/inclusion teacher may contact external support agencies, such as the Behaviour Support team, Outreach, PLSS or Family and Social Care or appoint Behaviour for Learning or key worker support.
- 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. They review their own practices during the annual 'National Anti-bullying Week/Friendship Week' held at school in November in addition to E-safety awareness and links with online bullying. (Refer to Esafety policy for further information)
- 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 and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

4.4 The role of parents

- 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 head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

4.5 The role of pupils

- 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.
- Pupils are invited to tell us their views about a range of school issues, including bullying, as part of the SRSE cycle, annual PASS survey and pupil questionnaires as part of PHSE monitoring. SENDA pupil voice also includes questions in this area as monitored by the school SENDCos.

Key contacts

- Staff responsible for bullying prevention (SLT/SENDCo)
- Staff responsible for monitoring bullying incidents (SLT/SENDCo)
- Lead Governor
- E-safety contact officer (DLC leader of learning/SLT/SENDCo)

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