



Rationale: We believe every child should have the opportunity to reach their true potential in a safe and secure environment, regardless of gender (including sexual orientation), race, ability and religious belief. An effective anti-bullying policy is central to this belief to ensure everyone can achieve their personal best.

Aim: To ensure that children's emotional health and well-being is the best it can be in a supportive, caring and safe environment so that they learn and develop without fear of being bullied. Bullying is anti-social behaviour and unless dealt with effectively it affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available in school and their future lives.

Guidance: Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This will include cyber bullying. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist and/or homophobic remarks)
- indirect (spreading malicious rumours, excluding someone from social groups).

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Children must be encouraged to report bullying in schools. Children will be supported in recognising the difference between bullying which is a deliberate, repeated act and incidents which are linked to 'getting on and falling out' and working through a relationship problem. All adults in school will be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

The following steps will be taken when dealing with incidents:

1.
 - if bullying is suspected or reported it will be investigated immediately by a member of the CLMT
 - if the member of staff finds it is bullying the following steps will be taken:
 - all children concerned will be interviewed and details recorded
 - a clear account of the incident will be recorded and passed to HT (if not investigating)
 - the Learning Mentor will be informed and be involved in supporting the victim, families or working with the bully as appropriate
 - Class Teachers will be kept informed
 - Parents/Carers will be kept informed
 - Consequences will be put in place as appropriate and in consultation with all parties concerned
 - incidents of bullying (including racism and homophobia) are reported in the HT report to Governors
 - if the incident is not bullying but linked to 'getting on and falling out' and working through a relationship problem a similar process will be carried out but this may not always involve Parents/Carers and/or the Learning Mentor

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their Class Teacher or the Learning Mentor
- reassuring the child
- offering continuous support including if required a multi-agency approach
- monitoring of their emotional health and well-being
- restoring self-esteem and confidence

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong choices made and need to change
- informing Parents or Guardians to help change the attitude of the child
- offering continuous support including if required a multi-agency approach
- monitoring of future behaviour choices

Consequences can include:

- official warnings regarding behaviour choices
- exclusion from certain areas of school premises
- fixed term inclusion (in school but isolated from peers for a period of time)
- fixed term exclusion - including accessing provision at either OASIS* at Swinnow or St. Barts Primary School or the ABC* Centre located at Summerfield

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, Circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Staff, Parents and Governors will be informed of the Policy and procedures.

Monitoring, Evaluation and Review

The Standards and Progress Committee will review this policy annually in the Spring term and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Conclusion: Summerfield is a place where everyone matters and bullying in all its forms is not welcome. This policy is to alert everyone to how serious the issue of bullying is and to demonstrate that the school will take effective action if bullying occurs as well as educating children to be aware of bullying in all its forms and how to let someone know it's taking place. It is also important to recognise that individuals carrying out bullying can make changes and improvements in their behaviour and choices and we welcome school and home working in partnership to achieve this to eradicate any type of bullying.

***Offering Accessible Specialist Individual Support Change**

***Achieving Behaviour**

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