



Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

Why we need an anti-bullying policy

At Beech House, we aim to promote personal dignity and self-esteem, through providing a safe environment which welcomes diversity and encourages mutual respect. We encourage our children to be sensitive to the beliefs, values and practices of others.

Persistent bullying can severely inhibit a child's ability to learn effectively and can have an impact on a person for their entire life.

This school wishes to promote a secure and happy learning environment free from any type of bullying behaviour, including bullying that is regarded as: racist, homophobic, gender orientated, due to family circumstances or additional needs.

This document should be read in conjunction with the following documents: Bolton School Foundation Terms and Conditions, Bolton School Girl's Division Girl's Division - Anti-bullying Policy, Bolton School's Foundation Safeguarding and Child Protection Policies, including Acceptable Use Policies. Please also see Beech House Behaviour and Discipline Policy.

The nature of bullying

There are many definitions of bullying, but the Anti-Bullying Alliance considers that it is:

- Deliberately hurtful
- Repetitive or persistent
- Based on an imbalance of power, leaving the victim feeling defenceless.

Bullying can take many forms but the main types are:

- **Physical:** pushing, hitting, kicking, pinching, elbowing, punching, threats, stealing.
- **Verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours, threatening people
- **Emotional:** tormenting, ridicule, humiliation, exclusion from social groups, whispering about someone
- **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures, being left out because of skin colour
- **Sexual:** inappropriate and uninvited touching, abusive comments, being made to do something they don't want to do, negative comments concerning sexuality.
- **Cyber:** involves using electronic means such as the internet, email and mobile phones.

Bullying can occur between pupils, between pupils and staff, or between staff. It can be perpetrated face to face or indirectly.

What do we do to prevent / stop bullying?

The role of the Headteacher in Beech House.

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher 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 Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. She/he sets a good example in terms of presentation, language and conduct and has a responsibility to ensure that other staff members (and visitors to the school who are in a position to influence the children e.g. students) have similar appropriate standards.
- The Headteacher 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.

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The school always tries to reward and celebrate positive behaviour through certificates, house points etc. Staff may 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 is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- On line safety is taken very seriously (please see the Bolton School Acceptable use policy). Teachers will build this into the normal Computing Curriculum so that it becomes an integral aspect of the children's learning. Parents are informed through information leaflets and workshops.
- Staff need to be fully aware of the need to listen out for inappropriate comments and how to identify actions that could be seen as bullying type behaviour. Staff are trained on a regular basis so that they can keep fully informed of updates. Training may be online, whole school INSET or through staff meetings.
- All staff must respond immediately to any behaviour that is causing concern in class or around the school. (Please see our Behaviour Policy for additional information). Support staff must ensure that all incidents are reported to the class teacher. Teachers keep their own records of all behavioural incidents that happen in their class. **(Who, when, where, what happened, action taken, Follow up)**. Parents will be kept fully informed at all times.
- If a teacher considers that bullying is potentially taking place she/he will inform the Head teacher so that it can be investigated further. The procedures to be followed are:
 1. All concerns are to be dealt with immediately.
 2. The teachers should inform the Senior Leadership Team as soon as possible.
 3. The teachers should record conversations with pupils and parents in the class 'diary' in the first instance.
 4. Staff spend time talking to the child/children involved to ascertain a clear picture (and possible pattern) of events. These conversations are logged.
 5. The Headteacher keeps a log of all recorded cases. This includes- dates, who was involved, record of actions and follow up actions. If required, the bullying may be classified according to its nature (e.g. Homophobic, racist etc.).
 6. A meeting may be arranged for all parties involved.
 7. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. Possible further actions for the children may include – mentoring, additional focused PSHEE sessions, positive behaviour reinforcement, further investigation by specialist staff / agencies (e.g. SENCo, CAMHS etc.).

8. There are clear strategies for dealing with unacceptable behaviour in Beech House. (please see below) However please also see the Beech House Behaviour and Discipline Policy for more detail.

Whole class procedures for managing and monitoring challenging behaviour

- A verbal warning will be given initially (in addition to a discussion about why the behaviour was inappropriate etc.). The child will be invited to suggest his / her next steps.
- If the behaviour continues then the child may be moved (tables / areas).
- A traffic light system is used in KS1. All children are placed on green. If a child's behavior falls below our expectations their names are placed on amber. If the behavior continues or is of a more serious nature, then a red slip is provided. Amber slips go home for the parents to sign and return to school – along with an invitation to discuss the matter more fully with the teacher. Red slips go initially to the Head and then go home for signing. Parents are invited to discuss the matter in school.
- If a child receives a number of red slips, further investigation will result, with the possibility of investigating any potential needs further (i.e. through external agencies)
- The class teacher keeps a record of red and amber slips.
- In Reception the class teachers use verbal praise and feedback as well as visual rewards such as: putting marbles in a jar and stickers. Opportunities to develop the children's 'Personal, social and emotional development' are seen throughout the curriculum and staff will always work with parents to resolve any identified areas for development.
- The safety of the children is paramount and so if the behaviour endangers the safety of others (or the child in question), then the child will be removed from the situation (or the other children moved away from the issue). If felt appropriate staff may have to restrain the pupil (See Care and Control policy). However, this is always a last resort.
- The teacher must always record any incidents in the class diary and depending of the nature / frequency of the behaviour the Head Teacher will maintain a record in the Whole School Behaviour Log.
- Unfortunately, if all possible support for the pupil and the family has been given and challenging behaviour still presents, which is having a serious impact on the other children's learning /safety, then it may be necessary to suspend the pupil from the school. This may be for a fixed period or in very serious cases – permanently. Please refer to the Whole School Policy on this as seen in the Terms and Conditions of accepting a place at the school.
- **Staff will never use any form of corporal punishment against a pupil.**

9. Staff will ensure that the child who has been bullied is fully supported. (For example – providing a one to one programme to build self-esteem). Additional advice may be sought if required. School will also endeavour to support the family and signpost them to other agencies as appropriate.
10. The incident is to be monitored and any further problems reported to the Head. Other staff are to be made aware of the problem if they are likely come into contact with the children (e.g. on playground duty)

- All members of staff attend annual training, which equips them to identify bullying (in all its forms) and to follow school policy and procedures with regard to behaviour management. Training may be online, whole school INSET or through staff meetings. Training will reflect current national initiatives or areas of focus.

Additional Preventative Measures against Cyber bullying

- The Foundation's Acceptable Use Policies include provisions designed to reduce the misuse of the iPads and to prevent cyber-bullying. Staff keep up to date with the technologies which the children are using.
- The School's filtering systems (on iPads and computers) prevent children from accessing inappropriate material.
- Children at Beech House only use electronic devices with an adult present. They do not have their own iPads.
- Mobile phones are not allowed for Beech House pupils
- In the event of an incident of cyber bullying occurring, the whole school procedures set out in the Girl's Division Anti bullying policy will be followed.

Parents

- When accepting a place at Bolton School parents are made aware of the school's terms and conditions, which includes behaviour expectations. (Additional information is available on the whole school website).
- All the schools policies are available on request, please contact the school secretary. Whole school policies are available on the website.
- 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 Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 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 will be offered support and be kept informed.

Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied (or if they feel that someone else is being bullied). If the bullying continues, they must keep on letting people know.

- Pupils should make sure that they follow the school rules and treat everyone with respect.

Policy review date	September 2018
Next review due	September 2019 (or earlier, depending on any new, relevant legislation)
Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division



Beech House Infant School – Record of Bullying



Date	Pupils involved	What happened – where, when, what happened (nature of bullying)	Next steps / Staff involved	Parental involvement	Follow up

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