

Anti-Bullying Policy

At Medina House School, we believe that all children have the right to an educational environment where they feel safe and which is free from harassment and bullying. This policy is implemented in conjunction with the school's PSHE policy.

Definition

Bullying is any behaviour, which is **deliberately** intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s), a victim or target and the other, a bully. It is the dominance of the powerful over the powerless.

Bullying includes:

Physical. Pushing, kicking hitting, pinching and other forms of violence or threats of violence.

Verbal. Name-calling, sarcasm, spreading rumours, persistent teasing, being overtly judgemental

Emotional. Excluding, tormenting, ridicule, humiliation.

Racist. Racial taunts, graffiti, gestures.

Sexual. Unwanted physical contact or abusive comments.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour such as :

- Becoming shy and nervous
- Feigning illness
- Being absent or truanting
- Clinging to adults
- Changes in work patterns
- Lacking concentration

Aims

- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted
- To promote a secure and happy, caring environment where kindness and helpfulness are expected
- To praise and reward positive behaviour
- To teach pupils to respect themselves and others, promoting self-esteem
- To reduce the emotional and mental distress of any bullying, enabling all pupils the right to enjoy their time at school
- To inform pupils and parents of our expectations in order to foster a productive partnership, where each and everyone has a role to play.

Strategies

- To help children make the right choices and not succumb to peer pressure
- To listen to all parties involved in incidents and always take allegations from victims seriously
- To reassure pupils that the school will protect and support all parties involved while the issues are being resolved
- To foster by example the values we as a school believe in
- To investigate as fully as possible
- To use a range of strategies which challenge bullying behaviour

- To include long-term curriculum work about bullying and other forms of antisocial behaviour (see PSHE policy)
- To use a restorative approach whenever possible

Reporting bullying

As a school we will:

- Encourage victims and witnesses to speak up
- Treat incidents seriously however trivial they seem at first glance
- Be alert for changes in behaviour, attitude and well being
- Listen to parental concerns and follow up any repeated incidents.

Responding to bullying

We will endeavour to:

- Take all bullying problems seriously
- Deal with each incident individually and to access the needs of each pupil separately
- Investigate all incidents thoroughly
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Keep a written record of the incident, investigation and outcomes
- Inform staff about the incident
- Engaging other pupils or staff to support both bully and target individually
- Ensure that action is taken to prevent further incidents. Such action may include:
 - Imposition of sanctions (follow discipline policy guidelines);
 - Obtaining an apology;
 - Informing parents of both bully and bullied;
 - Provide support for both victim/target and bully.

The role of the Head Teacher

The Head Teacher is responsible for promoting good behaviour and discipline in line with the school's general principles. The Head Teacher will ensure that staff, pupils and parents are aware of the school's policies for behaviour, anti-bullying and PHSE.

The role of the Governing Body

The Governing Body and the Head Teacher are responsible for setting the overall direction and ethos of the school. They will monitor the implementation of policies to ensure that:

- The ethos of the school, its values and the boundaries of acceptable behaviour are not broken
- Positive and constructive rules of conduct are followed
- A positive behaviour approach is adopted in all 'reward and punishment' contexts and that these are fairly and consistently applied.

Reviewed April '08