

Anti-bullying Policy

Blakesley CE Primary School

Ethos Statement:

“Blakesley CE Primary is proud to be a Church of England school where every child, and adult, matters. We provide a happy, caring environment, based on our Christian values. We recognise that we are all created unique individuals; we support, value and celebrate these differences. We are committed to a high quality education which develops the potential of all.”

1 Introduction

1.1 Consultation with pupils, parents, staff and governors has developed the following definition of bullying:

We define bullying to be action taken by one or more children, or adults, with the deliberate intention of hurting another human being, either physically or emotionally. It may take the form of physical intimidation e.g. hitting another person or damaging property; verbal abuse e.g. name calling, insults; social intimidation e.g. exclusion from friendship groups, spreading rumours. **Bullying may be of a racial, religious or cultural nature or may be based on differences such as disabilities, Special Needs, appearance, disadvantage, sexual orientation or gender. We acknowledge the potential for cyber bullying by email, text or other electronic means.** Bullying is characterised by its sustained, **intentional** and targeted nature and is in this way different from arguments, fights or falling out of friends. We believe that children who feel safe within their school environment will be best placed to fulfil their full potential academically, socially and emotionally. We acknowledge that all members of our school community (pupils, teachers and other staff, governors, parents and visitors) have a right to feel safe and we have a duty to promote a climate where this can be achieved. This includes education in how to protect themselves from bullying, where appropriate. Roles and responsibilities are outlined below.

Inclusion

1.2 Our school has an inclusive ethos. Our policy applies to everyone. In addition to the above we do not condone bullying on the grounds of ‘difference’ e.g. Special Educational Needs, gender, race, colour, creed, disability, background, young carer, mother tongue etc. Nor do we accept bullying by any person from a minority group such as those listed.

1.3 Our school is involved in the Anti-Bullying Accreditation Programme.

2 Aims and objectives

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- 2.1 Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn and work without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

3 Roles and responsibilities in reporting and responding to incidents of bullying.

- 3.1 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We acknowledge that bullying is not confined to pupils, but may take place between members of staff, parents and staff or pupils and staff. The principles of this policy apply in all cases.

- 3.2 **We educate pupils to understand that they have a responsibility NOT to be bystanders when bullying occurs, but to take steps to report what they witness and to play their part in supporting the victim.**

3.5 The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with promptly and appropriately.

- 3.6 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of serious bullying and to report to the governors through the headteacher's report, circulated prior to fully Governing Body meetings; and/or on request about the effectiveness of school anti-bullying strategies.
- 3.7 The governing body responds within ten days to any request made to them to investigate incidents of bullying between pupils. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1** 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 deal with incidents of bullying, including access to training where appropriate. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** Children are reminded, at intervals, of the School's "Code of Conduct", which contains anti-bullying statements and which is displayed in each classroom.
- 4.4** The headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- 4.5** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children and others feel they are important, valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The headteacher will ensure that the curriculum has appropriate content to ensure that all pupils are educated in aspects of Pupils receive lessons in Personal, Social and Health Education; including 'SEAL' and ways to stand up to bullying.

5 The role of the teacher/support staff

- 5.1** Teachers and support staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report incidents that happen in their class and that they are aware of in the school to the Headteacher or senior staff.
- 5.2** If teachers or support staff witness an act of bullying, they do all they can to support the child who is being bullied and to correct the behaviour of the bully. **The issue is dealt with immediately. Responses will vary depending on the nature and severity of the bullying and the age of the child.** Time is spent talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. **All staff reinforce the Code of Conduct and Behaviour Policy. Mid-day assistants recognise their special responsibility to encourage cooperation between pupils during a long**

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break and employ positive behaviour techniques, such as praise and rewards and 'Huff and Puff' activities.

- 5.3** If a child is involved in bullying, either as victim or bully, over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.4** If a child continues to be involved in bullying other children, the headteacher and the special needs co-ordinator are informed. The child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services or the Special Needs team.
- 5.5** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. We seek to teach children that they must not be passive bystanders when bullying takes place.

6 The role of parents

- 6.1** 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. Any complaints or problems will be acknowledged promptly and dealt with on the same day, if practical. Parents will be kept up to date on all actions taken and the effectiveness of those actions. If necessary, the Headteacher and SENCo will also become involved
- 6.2** Parents are regarded as partners and their cooperation will be sought. They will be informed promptly of serious bullying issues involving their children and kept up to date on all actions taken and the effectiveness of those actions.
- 6.3** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 The role of pupils

- 7.1** Pupils will be encouraged to initiate peer led interventions appropriate to their age and maturity through discussion of bullying issues in school or class council meetings, discussions in Personal, Social and Health Education, use of the playground 'buddy bench', participation in assemblies etc. where solutions may be sought and desirable behaviour promoted by peers. Pupils will be taught that, when intervening, they must not 'fight to stop a fight'.

8 Recording, monitoring and review

- 8.1** Incidents of bullying are recorded by staff in the file provided, which gives opportunities for the precedent, behaviour and antecedent to be logged. This enables the identification and analysis of trends to take place. In addition the Headteacher may record any incidents which warrant it on her electronic log. In this way both perpetrators and victims may be identified and tracked. The Headteacher, SENCo and governors have responsibility for analysing patterns.
- 8.2** Class teachers have access to the file and may use this information to track pupils in their class; to raise issues in staff meetings or with parents (at formal consultations e.g. parents' evenings or on an 'at need' basis); to identify aspects on which to educate pupils through direct teaching, class or school councils.
- 8.3** Parents are encouraged to be part of the review process of this policy by invitation to make up a volunteer group to assist with the review when this becomes necessary.
- 8.4** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 8.5** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.
- 8.6** Pupils will review the school's Code of Conduct every two years.
- 8.7** Pupils will discuss the effectiveness of the anti-bullying policy and Code of Conduct at School Council should bullying incidents form part of their agenda.

9 Related documents

- 9.1** Behaviour Policy
Spiritual, Moral, Social and Cultural Policy (SMSC)
Code of Conduct
Curriculum map, detailing SEAL and PSHE activities
PSHE and Citizenship Policy
ICT Policy
Child Protection Policy
Equal Opportunities Policy
Inclusion Policy

Anti-bullying Policy

Racial Equality Policy
SEN Policy

Signed:

Date: