

# Sywell CEVA Primary School

## ANTI-BULLYING POLICY

*'Working Together in God's Hands'*

***At Sywell CEVA Primary School we believe that all children are a gift from God. They are special and should be allowed to develop and grow in a nurturing environment, secure in the knowledge that they are cherished.***

### **1 Introduction**

- 1.1 It is a Government requirement that all schools have an anti-bullying policy.
- 1.2 Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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.
- 1.3 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). This is a policy for both adults and children. See also Racial Equality Policy, PHSE Policy, Safeguarding Policy and Equality Policy.
- 1.4 Under the Equality Act 2010 it is against the law to discriminate against anyone because of: age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin religion, belief or lack of religion/belief, sex, sexual orientation. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities,

### **2 Definition of Bullying**

- 2.1 In consultation with pupils, parents, and staff, we believe that bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. We do not consider bullying to be:
  - An isolated incident
  - A falling out
  - A 'one-off' disagreement
- 2.2 Bullying can occur through several types of anti-social behaviour. It can be:
  - Physical: A child can be physically punched, kicked, hit, spat at, etc.
  - Verbal: This can take the form of name calling. It may be directed towards gender, sexual orientation, race, disability, personality, etc.
  - Exclusion: A child can be bullied simply by being excluded from discussions/activities.

Damage to property or theft: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Relational: Rumours, social exclusion, or by phone/computer.

Cyber bullying: Many of the above may occur online and schools have a duty to ensure that any concerns are reported appropriately.

- 2.3** We are aware that there are many forms of bullying including racial, religious, cultural, related to home circumstances, including SEND; appearance or health conditions, sexual orientation or sexist.

### **3 Aims and Objectives**

- 3.1** Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- 3.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

- 3.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

- 3.4** 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.

- 3.5** Our Christian values are clearly identified to help us achieve a calm and caring school with no incidents of bullying:

Hope  
Tolerance  
Trust  
Respect  
Honesty  
Compassion

- 3.6** The policy sits in line with our school development plan and supports our vision to create an outstanding school with well-rounded pupils in all aspects of their learning.

### **4 The role of governors**

- 4.1** 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. At times it may be appropriate to call upon Governors to form a Committee to deal with any incidents regarding pupil discipline.

- 4.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors three times per year about the effectiveness of school anti-bullying strategies.
- 4.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

## **5 The role of the headteacher**

- 5.1** 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2** 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3** 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 governing body will assist the headteacher if the need arises.

## **6 Responses to Bullying (Keeping Children Safe)**

### **6.1 SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Under the Children Act 1989 a bullying incident should 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 should report their concerns to their local authority children's social care (MASH 0300 126 1000). Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

- 6.2** Responses may vary depending on the type of bullying. The emphasis is always on a caring, listening approach as bullies are often victims too. Procedures are outlined in the Behaviour Policy. Follow up action to support the children involved will include monitoring to ensure no repetition and individual support will be provided as necessary through our PSHE programme.

- 6.2 Ultimately, an exclusion from school may be given if the bullying behaviour does not stop in line with the school's Behaviour Policy.
- 6.3 If it is felt that any incidents of bullying, or perceived bullying relate to radicalisation or extremism, in line with the Prevent strategy, this must be brought to the attention of the headteacher who will follow the appropriate procedures (The Prevent Duty DFE-00174-2015).

## **7 The role of the teacher and support staff**

- 7.1 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- 7.2 All staff, parents, governors and bystanders have a responsibility to ensure that bullying does not take place.
- 7.3 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents. Individual plans may then be set up to support the child if appropriate.
- 7.4 In the headteacher's room there is an incident folder in which the headteacher records all incidents of bullying that occur both in and out of class. Any adult who witnesses an act of bullying should report this to the headteacher who will record this in the incident folder. This folder is regularly reviewed by the Senior Management Team as well as the link governor.
- 7.5 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has been bullying others: helping them to recognise their behaviour and think about how to change. If a child is repeatedly involved in bullying other children, we inform the headteacher and the SEND coordinator. We then invite the child's parents 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.
- 7.6 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 is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **8 The role of parents**

- 8.1 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. If they are not satisfied with the response, they should contact the headteacher.

**8.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. The headteacher and staff work closely with parents and staff to prevent bullying.

**8.3** Where needed, staff are supported with training which equips them to identify bullying and follow the school policy and procedures with regard to behaviour management.

## **9 The role of pupils**

**9.1** 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. No form of bullying is acceptable regardless of special needs (including EAL or SEND). Behaviour Plans, where appropriate, will support those children who need extra support in complying with our philosophy. All children are treated fairly. We are an inclusive school.

**9.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

**9.3** Our School Council is actively involved in addressing the issue of bullying.

## **10 How do we prevent bullying?**

**10.1** We actively encourage cooperative behaviour and discourage any form of bullying. We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied.

**10.2** With the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE and use of SEAL (Social and Emotional Aspects of Learning) assemblies and subject areas, as appropriate. Breaktimes and lunchtimes are carefully monitored by staff. The school council and parents forum actively support interventions to prevent bullying. Lunchtime supervisors and all staff in school have the opportunity to undergo anti-bullying training.

**10.3** We are an inclusive school and all children are included.

**10.4** Class rules and whole school rules are established at the beginning of the school year which promote positive behaviour.

**10.5** We take seriously any comments regarding bullying made by bystanders.

**10.6** As with all disciplinary matters, and in line with our code of conduct, graded sanctions apply depending on the severity.

**10.7** We actively encourage co-operative behaviour in order to create a safe school climate.

## **11 Monitoring and review**

- 11.1 This policy is monitored by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 11.2** Teaching staff will use the information provided from the incident book to notice any patterns so that quick intervention and support can be given.
- 11.3 The effectiveness of this anti-bullying policy is reviewed annually by senior management. This is carried out by examining the school's incident folder, where incidents of bullying are recorded, and by discussion with the headteacher. Information is analysed for patterns of people, places or groups. They look out in particular for homophobic or racist bullying, or bullying directed at children with disabilities or special educational needs.
- 11.4** This policy will be reviewed and updated in two years, or earlier if necessary.

Chair of Governors Signature:

Date Approved:

To be reviewed: