



Anti-Bullying Policy

Adopted – November 2024

Review – November 2025

Definition:- Bullying is an unprovoked, sustained campaign of aggression towards someone in order to hurt them for the sake of it. Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying can be:

- Physical (e.g. hits, kicks etc)
- Direct verbal (e.g. threats, insults, nasty, teasing)
- Relational (e.g. rumours, social exclusion)
- Material (e.g. damage to belongings, extortion of money)
- Cyberbullying (e.g. email, text messages)
- Homophobic
- Racial (or harassment)
- Sexual (or harassment)

Bullying is not: It is important to understand that bullying is not falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. It is bullying if it is done repeatedly and on purpose.

1 Aim

Bullying is wrong and damages individuals. We aim to make all those connected with the school aware of our opposition and our commitment to the eradication of bullying in our school.

2 Objectives

2.1 We therefore do all we can to prevent it, by developing an objective school ethos whereby bullying is unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn and work without anxiety. All people will be free of bullying and of pupil to pupil, staff to pupils, staff to staff, management to staff and Governors to management.

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

3 The Role of governors

3.1 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 tolerate bullying in our school, and therefore any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. This will be monitored by governors through the Headteacher reporting to curriculum committee levels.

3.3 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.

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. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Headteacher aims to ensure that all children and staff 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. Bullying is condemned on a regular basis in assemblies and discussed as part of the curriculum in PSHCE. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss incidents and remind on consequences from these actions.

4.3 The Headteacher ensures that staff are aware of procedures for supporting this policy.

4.4 The Headteacher sets the school climate of mutual support and praise for success, 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.

5 The role of the teacher, and support staff

5.1 Staff in our school take all forms of bullying seriously, and intervene where possible to prevent incidents from taking place. Record keeping will be kept via CPOMs where clear links to the 'bullying' category is added.

5.2 If staff witnesses an act of bullying, they do all they can to support the child who is being bullied, they inform the head teacher, who will discuss the issue with parents.

5.3 If, as staff, we become aware of any bullying taking place between children or adults bullying children, we deal with the issue immediately by informing the Headteacher. The approach may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time 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. If a child is repeatedly involved in bullying other children, 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 or the Behavioural Support Service.

5.4 There is training available for staff, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 Staff attempt to support all children in their class and to establish a climate of trust and respect of all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.6 Children are made aware and encouraged to use the anti-bullying box which is located outside the heads room. The child, if feeling bullied, places their name in the box. The head checks this at least daily and supports children. We appreciate that younger children are not able to access this. Early Years will be able to use their zones of regulation board to support this. This will also be available for new arrivals.

6 The role of bystanders

6.1 The most important factor in combating bullying is the social pressure brought to bear by the peer group.

6.2 85% of bullying takes place with bystanders present.

6.3 Bystanders are encouraged to do the following:

- Tell an adults
- Tell an older child
- Encourage the bullied person to tell someone
- Show disapproval to the bully
- Tell the bully to stop if is safe to do so

7 The role of parents

7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should in the first instance contact the school immediately. The Headteacher or his delegate will then contact the parents to discuss the issue.

7.2 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.

8 Adults in school – a bully free workplace

8.1 The Governors are totally opposed to any form of work place bullying including from other adults or children. If a member of staff feels they are being bullied by a colleague they must inform the headteacher in the first instance. He will investigate this, support the member of staff and follow any necessary procedure as required. He will inform the Chair of Governors of the incident and the steps taken. If the member of staff feel bullied by the Headteacher they must inform the Chair of Governors who will, with Trust/LEA support, follow further guidance.

9 Monitoring and Review

9.1 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.

9.2 This anti-bullying policy is the governor's responsibility and they review its effectiveness annually. The Chair of Governors does this by examining the school's anti-bullying logbook, and

by discussion with the Headteacher. Governors analyse information presented with regard to gender, age and ethnic background of children involved in bullying incidents.