



Anti-Bullying Policy

Approved by: Headteacher

Review frequency: Annually

For Review by: January 2024

Signed (Delegated approver)

Date: 18/01/ 2023

Anti-Bullying Policy

Rationale

The Anti-Bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

We also recognise that peer-on-peer abuse is a form of bullying. This is defined in Keeping Children Safe in Education 2021 as follows:

“Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

Peer on peer abuse is not tolerated in any way at our school, and all staff are trained to look out for its signs. Any incidents, or suspected incidents, or peer-on-peer abuse or bullying will be brought to the attention of the headteacher at the earliest opportunity and always on the same working day.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. 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. In doing so, we comply with Section 89 of the Education and Inspections Act 2006. Pupils are involved in aspects of the anti-bullying policy and the school-behaviour policy, and thus we meet Article 12 United Nations Convention on the Rights of the Child 1989. We follow the Equality Act of 2010 and thus staff will act to prevent discrimination, harassment and victimisation in the school.

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 appropriately.

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 bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

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.

The role of the Headteacher

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.

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, assemblies will refer regularly to our school values of togetherness and respect; the definition of bullying will be shared and discussed with pupils at least once a year (usually during Anti-bullying week) and Headteacher may decide to use assembly as a forum in which to

discuss with other children why particular bullying behaviours are wrong, and what consequences the school is putting in place to keep all children safe. There are also regular reminders to all pupils about what to do if they are worried about anything, and we have a Worry Box system in place so that children can air worries anonymously or without having to approach an adult. This is explained to all children and even young children can put their name or just a letter from it in a worry box if they choose to.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. 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 Headteacher will bring the anti-bullying policy to the attention of the pupils and the parents at least once a year.

All bullying incidents will be brought to the attention of the designated safeguarding lead (DSL) whether or not that is the Headteacher. The DSL will take appropriate action according to the type of incident. Where behaviour has been identified as falling under the definition of bullying this will normally always involve meetings with parents of any children involved, both as victims and perpetrators. Guidance will be followed from respected sources including the NSPCC and The Anti-Bullying Alliance.

(Note that currently the DSL is the headteacher, Warrick Barton)

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They may keep their own records of any incidents that happen in their class and that they are aware of in the school, but these must be shared with the headteacher or Senior Teacher within 1 working day of them being written or amended.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. The headteacher must be informed and, as with any behaviour incident where the headteacher is called upon, the child's parents will be informed. This may be either by the teacher themselves or by the headteacher, as agreed at the time.

If teachers become aware of any bullying taking place between members of a class, they will deal with the issue at the earliest opportunity. This may involve formal or informal counselling and support for the victim of the bullying, and will always involve a consequence for the child who has carried out the bullying. Teachers or another suitable member of staff, such as a teaching assistant, will spend time talking to the child who has bullied: they will explain why the action of the child was wrong, and will endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, support from beyond the school may be sought, for example through the Keynsham and Chew Valley behaviour panel. The headteacher will ensure that the parents or carers of both the 'victim' and the 'bully' will be involved throughout this process. into the school to

Teachers attend training as necessary, to ensure that they feel equipped to deal with incidents of bullying and behaviour management. Teachers are encouraged to raise training needs with the headteacher whenever they feel a need to do so.

Teachers use their professional skills 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, they aim to prevent incidents of bullying. Our SCARF curriculum for Personal and Social Education, and for Relationships Education, supports teachers in this work.

If bullying outside school is reported to school staff, it will be investigated and acted on according to advice given by The Anti-Bullying Alliance 2014, *'Bullying and the Law'*, and the DfE publication, [*'Preventing and Tackling Bullying.'*](#) This includes cyberbullying.

Teachers, including the headteacher, will check worry boxes very regularly in order to be able to respond to children's worries in a timely way.

The role of parents

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 or the headteacher immediately.

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.

Pupils' Property

Schools will search pupils' property if there is a risk of serious harm to another person, and the item(s) will be confiscated, without question. (Section 85 clause 3A of Education Act 2011)

Police

In the unlikely event of bullying being threatening, violent, constant harassment or anything involving hate crime, police participation may be necessary.

Monitoring and review

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.

This anti-bullying policy is the governors' responsibility and they review its effectiveness in line with the behaviour policy. They do this by examining an anonymised version of the school's behaviour log, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Related policies: Behaviour Policy, home-school-agreement, Safeguarding and Child Protection Policy, , Equalities Statement