



St. Andrew's CE Anti-Bullying Policy

Policy Number	T9
Target Audience	Staff Parents Pupils
Approving Committee	Executive
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Policy Author	M Platt

Version Control			
Version No	Date Approved	Reviewed By	Changes
V1	March 15	Exec Comm	Cyber Bullying addition
V2	March 18	MP	C POMS added
V3	March 21	KK	Updated to include reflect PSHE curriculum changes
V4	March 24	MP	Checked and reviewed-no changes

1 Introduction

- 1.1 It is a Government requirement that all schools have an anti-bullying policy.
- 1.2 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).

Bullying is deliberate and persistent acts of victimisation either verbal or physical, indirectly or directly.

Bullying is not one off disputes, quarrels or fights between children

One off or single incidents will be dealt with via the behaviour policy as appropriate

2 Aims and objectives

- 2.1 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.
- 2.2 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.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 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.

2.5 St. Andrew's adopts a zero tolerance attitude to bullying of any kind

3 The role of governors

3.1 The governing body support 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.

3.2 The governing body monitors incidents of bullying that do occur (through Head teacher reports), and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 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 the appropriate timescales to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher, 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 head teacher

4.1 It is the responsibility of the head teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher 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.

4.3 The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The head teacher 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.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers record all incidents that happen in their class on CPOMS. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher. 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 head teacher, the teacher/head teacher informs the child's parents.

5.3 Incidents of bullying that occur both in and out of class are recorded on CPOMS. We also record incidents that occur near the school, or on the children's way between school and

home. Any adult who witnesses an act of bullying should report it so that it can be entered into the logbook.

- 5.4** When any bullying taking place between members of a class, the teacher or adult 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 bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher. 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 head teacher may contact external support agencies, such as the social services.
- 5.5** All members of staff routinely attend in house training via briefing updates, which equip them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6** Teachers and support staff 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. **Cyber bullying** is discussed as part of PHSE and Computing lessons, anti-bullying week is recognised in assemblies and discussed in class. Each year group learns about different aspects of bullying as part of our PSHE curriculum.

6 The role of parents

- 6.1** Parents have a vital role to play. ***The distinction between bullying and children's general disputes or fall outs needs to be clear.*** Negative media attention does not help in this matter. 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 head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus and on the school website.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1** 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.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

8 Monitoring and review

- 8.1** This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness formally every 3 years. They do this by examining the school's anti-bullying records, where incidents of bullying are recorded, and by discussion with the head teacher at governors' meetings. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.