

# Anti-Bullying Policy

## Smallwood CE Primary Academy



**Approved by:** Leadership Team

**Date:** March 2024

**Last reviewed on:** Spring 2024

**Next review due by:** Spring 2025

## **1 Introduction**

### **1.1 Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

### **1.2 What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

### **1.3 Bullying can be, but not limited to:**

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

### **1.4 Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

### **1.5 Signs and Symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **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 To support us in achieving our aims and objectives the school uses KIVA. Staff are trained in the use of the scheme and the resources are used to support pupils and promote anti-bullying learning.

## **3 The role of Governors and Trustees**

- 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 allow bullying to take place 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, 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 on request about the effectiveness of school anti-bullying strategies.
- 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 identify and 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 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 worship 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 headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher is also to remain in touch with the local authority anti-bullying team and is responsible for training to being up-to-date and reflective of current ideas.
- 4.4 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.
- 4.5 The Headteacher ensures a member of staff is appointed with responsibility as Children's Champion. That member of staff leads the anti-bullying work across the school and ensures all staff adheres to the policies and procedures agreed to keep our pupils safe.

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

- 5.1 All the staff in our school takes all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 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.
- 5.3 All records are kept on CPOMS. We also record incidents that occur near the school, or on the children's way between school and home. Or any reported incidence of cyber/on-line bullying. Any adult who witnesses an act of bullying should record it on CPOMS.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6 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.
- 5.7 School has an annual anti-bullying week where learning is based on our ongoing themes. Parents are invited into school to share in their children's learning.

## **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.
- 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 Every child from Yr. 1 to Yr. 6 nominates a 'go-to' person at the start of the year, an adult they feel able to talk to, they are regularly reminded of this and actively encouraged to speak out.
- 7.3 Children are taught about passive actions when bullying is witnessed. They are taught to tell and not witness events and allow them to continue.

## **8 Outcomes**

- The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.
- Assertive training
- Counselling (Mentor, Learning Manager, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by Mentor/Learning Manager
- Peer support/peer mentoring ● Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **9 Monitoring and review**

- 9.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 9.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.