

Anti-Bullying Policy
Appendix 1 to the Behaviour Policy

The family of All Saints Church of England Aided Primary School
at all times, and in all that it does, attempts to serve as a witness
to the Christian faith as seen in Jesus Christ.

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying Policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This Policy reflects this guidance.
- 1.2 DfES 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 (e.g. being ignored or not spoken to). See 3. Definition below.

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 Church of England school, to produce a safe, caring 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.

3 Definition

- 3.1 We define bullying as the use of physical or verbal aggression with the intention of hurting another person. A bully uses power, be it physical, mental, verbal or by exerting influence against another person or persons. Bullying can result in pain and distress to the victim. Bullying can include:

- √ Emotional – by excluding, tormenting, ganging up, ignoring or shunning
- √ Physical – by punching, kicking, hitting, biting or any use of violence
- √ Racist – racial taunts, graffiti, gestures
- √ Sexist – focussing in on issues of gender
- √ Sexual – unwanted physical contact or abusive comments
- √ Verbal – name calling, sarcasm, teasing, spreading rumours

Bullying is a behaviour that involves the abuse of power. Bullying may not be just confined to children as adults can also display bullying behaviour towards each other. Bullying is something that happens “several times on purpose” (‘STOP’).

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Bullying is NOT:

- √ Responding to nastiness from another person
- √ When pupils with the same power, numbers and strength fight or argue
- √ Friendship fall outs

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.
- 4.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this Policy regularly. The governors require the Head Teacher 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.

5 The role of the Head Teacher

- 5.1 It is the responsibility of the Head Teacher to implement the school anti-bullying policy, and to ensure that all staff 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.
- 5.2 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 a worship 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 Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 5.4 The Head Teacher sets the school ethos 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 family, bullying is far less likely to be part of their behaviour.

6 The role of the teaching and support staff

- 6.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 6.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the phase leader for advice and support. Teachers will inform either the Head Teacher or the Deputy Head Teacher of all cases of bullying. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied the teacher will inform the child's parents.
- 6.3 All cases and types of bullying are logged and recorded on SIMS. Records of all incidents of bullying will be kept and reported at the end of each month to Northamptonshire County Council.

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- 6.4 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 in accordance with our school's Behaviour Policy and the 'Good to be green' behaviour system. 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 will 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 Head Teacher may contact external support agencies, such as the social services.
- 6.5 All members of staff attend training, which equips them to identify bullying and to follow the school Anti Bullying Policy and Policy's with regard to behaviour.
- 6.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may 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 bullying behaviour.

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 contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the relevant phase manager. If they remain dissatisfied, they should then contact the Head Teacher. If the parent is still not satisfied they should follow the school's complaints Policy.
- 7.2 Parents have a responsibility to support the school's anti-bullying Policy, actively encouraging their child to be a positive member of the school family.

8 The role of pupils

- 8.1 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.
- 8.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through the School Council. The School Council raises awareness of the issues surrounding anti bullying annually with both teaching and learning and worship focussed on this theme.

9 Monitoring and review

- 9.1 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.
- 9.2 The Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually at the Resources and Community Committee. They do this by examining the school's anti-bullying recording in SIMS where incidents of bullying are recorded, and by discussion with the Head Teacher. 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.
- 9.3 This Policy will be reviewed every two years or earlier if necessary.

Date: June 15th 2017

Date for review: June 2018