



Stoke by Nayland CEVC Primary School Policy for Anti-Bullying

(To be read in conjunction with Behaviour, Acceptable User, E-Safety and Anti-Discrimination Policies)

Rationale

As a Church of England School we have a clear set of values and these values are part of our daily life. We help our children develop an awareness of themselves as community members and help them to make choices and take action to contribute to society. We recognise that learning to recognise and deal with bullying is an important part of the learning that goes on in our school.

Definition

Bullying is continual, repetitive, wilful, persistent action taken by one or more persons with the deliberate intention of hurting another person or persons, either physically or emotionally. It involves an imbalance of power. It can be verbal, non-verbal or physical. Bullying can take place in different contexts and includes cyber bullying, discrimination because of race, religion, sexual orientation and other perceived differences.

At Stoke by Nayland Primary School we recognise the damage that can be done by bullying and strive to work with all adults and pupils to prevent incidences of bullying occurring. On the rare occasions when an incident does occur, it is dealt with in line with our behaviour and discipline policy and recorded in accordance with county procedure.

The following aims and objectives refer to all individuals involved in school life, whether child or adult.

Aims and objectives

Bullying is wrong and damages the individual. We therefore do all we can to prevent it, by developing a school ethos in which bullying and harassment are regarded as unacceptable.

We aim to:

- Create a safe and secure environment where all can work, learn and play without anxiety.
- Have a consistent school response to any bullying incidents that may occur.
- Create a climate of trust and support, where pupils and adults have the confidence to talk about anxieties and report unacceptable behaviour.

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 prevention and eradication of any bullying in our 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 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 is available for staff to discuss any concerns. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that everyone knows that bullying is wrong, and that it is unacceptable behaviour in this school and to work pre-emptively to prevent a pattern of aggressive behaviour developing which could lead to bullying.

Teaching and Learning About Anti-bullying

The unacceptability of bullying is taught and promoted in a variety of ways such as;

- Assemblies
- PSHE lessons
- Circle Time
- RE

If the need arises additional time is devoted to discussing issues.

Materials used to support the curriculum include stories, drama, SEAL materials, and open discussion about the causes and effects of bullying and what to do if you are the subject of such behaviour.

The Headteacher supports the work of the teachers by using assemblies as a forum in which to discuss appropriate behaviour and ensures that all staff have access to sufficient training and literature (including the SEAL materials) to be equipped to deal with all incidents of bullying.

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

If the Headteacher records that bullying is occurring in school parents/ carers of the parties involved will be contacted. This would be after evidence of systematic incidents was recorded. The school feels there is a responsibility to both children within a bullying situation and a supportive home school partnership for helping both children is crucial to solving any underlying issues. Parents would be expected to support the school in the eradication of bullying. It may be suggested that the child attend the school's nurture group, join a Social Skills group or other programme. Class time will also be allocated for use of the SEAL package anti-bullying materials. The behaviour of the child will be closely monitored for repeat offences and parents will be informed of progress, in most cases through a PSP meeting, these occur fortnightly. While in most cases we believe these actions will eradicate any instances of bullying, persistent offending after these sanctions and re-education programmes are exercised could result in exclusion.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Should an incident occur in or out of the classroom, teachers will inform the Headteacher as soon as possible.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied and the parents will be informed. The school will work with them to remedy the situation.

We keep a concerns list in the staff room where we record anything we need to watch (these are viewed by MDSA staff too). Incidents are recorded and stored in the HT's office and if necessary a chronology built up to record events.

All incidents of any kind will be dealt with sensitivity.

Discussions regularly take place during staff meetings and professional development days about managing behaviour and strategies for dealing with incidents are shared, so that all staff feel confident in our collective approach to behaviour management

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

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 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.

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 will review its effectiveness termly. The Headteacher will report any incidents in her termly report to the Governors

Signed:

Reviewed: November 2012

Reviewed: October 2013

Reviewed: February 2016