# Westbury-on-Severn Church of England Primary School & Preschool
# Anti-Bullying Policy

## 1 Introduction

**1.1** **As a Church of England School, our policy and response to bullying will be in keeping with the teachings, and values of Jesus Christ. It will reflect our school's Christian Distinctiveness and be grounding in forgiveness and reconciliation as the desired outcome for children involved in bullying. It will also be reflective of the National Society's document, 'Valuing All God's Children' (2017), which is specifically a response to homophobic bullying of children but which seeks to promote positive responses to all forms of bullying, recognising the value of respect and dignity.**

**1.2** It is a Government requirement that all schools have an anti-bullying policy. In 2003 the DfES published guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action.* This policy reflects this guidance.

**1.3** 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 (for example, being ignored or not spoken to).

**1.4** Children at Westbury-on-Severn CE Primary School consider bullying to be hurtful, unkind, uncaring and against the ethos of the school. They see bullying as persistent and can be in the form of verbal, physical, homophobic and cyber-bullying.

## 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. Children want to feel safe enough to talk freely about issues of bullying.

**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. Children say they want this.

**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** We affirm and embrace the Anti-bullying charter developed by the Gloucestershire Young People's Parliament. (See appendix 1)

## 3 The role of governors

**3.1** 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.

**3.2** 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.

**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 ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher, who is then asked 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, receives 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 staffs in our school take all forms of bullying seriously, and seek to prevent it from taking place.

**5.2** 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 informs the child's parents.

**5.3** In the heads room there is a behaviour logbook which incorporates an anti bullying section in which all reported incidents of bullying that occur both in and

out of class are recorded. Any adult who witnesses an act of bullying should report the event to the head who will record the incident.

**5.4** When any bullying taking place between members of a class, the teacher 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 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 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** Teachers will always try to understand why a child resorts to bullying, and will offer support, guidance and good counsel as part of their duty of care to all pupils. Appropriate action will be taken if a child who bullies discloses information that may relate to child protection. This will be reported to the Headteacher in line with school child protection policy and procedures.

## 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. 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.

**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.

**7.3** Our School Council has developed its own anti-bullying code. (see appendix 2)

**7.4** Children at Westbury-on-Severn CE Primary School say that the most important thing for pupils to do is talk to an adult if they are concerned about bullying.

## 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 annually. They do this by examining the school's anti-bullying logbook, 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.

**8.3** This policy will be reviewed in two years, or earlier if necessary

**Signed:**

**Date:**