



Anti-Bullying Policy

for

Canon Popham

Church of England (VA) Primary & Nursery School

**Working Together
We Learn and Grow**

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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

Everyone Matters!

Rationale

Our Anti-Bullying Policy is underpinned by the Christian Values of:

- Love
- Hope
- Justice
- Compassion
- Forgiveness

1. INTRODUCTION

Our vision statement has at its heart the understanding that every pupil matters and should be nurtured and supported within a caring school community. Therefore, it is vital that any reports of bullying or allegations regarding this are taken very seriously and should be acted upon immediately.

Bullying is an insidious social problem to be found in many occupations and walks of life. In the school environment it can be found among the pupils and the staff. The role of the Headteacher, as manager of the school, is to ensure *as far as is reasonably practicable*, that structures and procedures embedded in this policy and within the practice of our school in order to prevent bullying.

Ultimately, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Legally, schools have to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children

'Kidscape' suggest a range of systematic behaviours that constitute bullying:

- **Physical** - pushing, kicking, hitting, pinching, any form of violence or threats of violence.
- **Verbal** - name calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** - tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact, abusive comments.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying that may occur. We aim to make all those connected to 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.

1.1 Pupils

The Headteacher is responsible for promoting good behaviour and discipline in line with the Governing Body's general principles. A separate Behaviour Policy outlines the procedures for making and enforcing school rules.

There are four major elements to those disciplinary rules;

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour, tolerance and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils;
- ensure pupils' standard of behaviour is acceptable;
- regulate pupils' conduct.

Bullying on the grounds of age, race, disability, gender or sexual orientation is not tolerated in our school. The use of language that is racist, homophobic or transphobic will be challenged and the support of parents will be sought to explain to children why the use of such language is hurtful and, within age appropriate terms, to explain what the words mean.

1.2 Staff

Teachers in our school take all forms of bullying very seriously and intervene to prevent incidents from taking place.

If teachers witness and act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then the teacher is expected to report this directly to the Headteacher, or in their absence to the deputy Headteacher who will undertake rigorous investigations and inform the parents of any children involved.

All incidents of bullying are referred to the Headteacher, who will log them in the serious incident book and the behaviour log in the SIMs system along with details of the incident, who was involved and what action was taken as well as outcomes.

If, as teachers, we become aware of any bullying taking place between members of the class, we deal with the issue immediately. This may include counselling or support for the victim of bullying and punishment for the child who has carried out the bullying. This will be carried out in accordance with the provisions set out in the Behaviour Policy.

Teachers attempt to support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating success and difference, we aim to prevent all incidents of bullying. We aim to give clear messages regarding inclusion throughout the curriculum and from our vision- which states clearly that everyone is welcome and everyone matters we expect to model and foster inclusion, tolerance and respect for all, regardless of age, race, gender, disability or sexual orientation.

Professional relationships between members of staff are best conducted with respect and in a non-threatening manner, but there is also a legal requirement for the employer to provide a safe place of work for employees and all others that use the establishment (please also see the Health and Safety policy).

The Local Education Authority (LEA) or the Governing Body, as the Employer, have the responsibility to ensure this legal responsibility is fulfilled. That responsibility cannot be delegated. However, the Headteacher will be required to ensure the enactment of that responsibility within the school. The Headteacher therefore has a duty to ensure that all that is reasonably practicable is in place to the health, safety and welfare of employees. As

bullying can irrevocably damage the mental health of an individual, it is clear responsibility extends to the prevention of bullying in the workplace.

1.3 Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and to know how to deal with incidents of bullying. The Headteacher is required by the governors to keep accurate records of all incidents that do occur and report to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all pupils 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. This is supported by other staff, both explicitly in PSHCE lessons and implicitly at other times.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support, respect and tolerance, 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.

1.4 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 that do occur and report to the governors on request about the effectiveness of the 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.

1.5 Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately. The Headteacher is available for discussion with any concerned parent.

Often parents can see the Headteacher straight away, though if this is not possible an appointment can be made, generally within 24 hours. We endeavour to keep parents fully informed of investigations and actions taken.

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. Where a child is identified as demonstrating bullying behaviours, this will also be brought to the attention of their parents, who will be invited to school to discuss this with the Headteacher and to develop a response to this.

We expect parents to support the school in ensuring that children are challenged if they bully or use language of a racist, homophobic or transphobic nature. It is important that all adults model behaviour that is tolerant, inclusive and respectful to all.

2. IDENTIFYING THE PROBLEM

2.1 Pupils

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied, that is sufficient evidence to treat the case as prima facie bullying.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established in school. Signs of bullying might include;

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining about missing possessions;
- refusal to talk about the problem;
- being easily distressed;
- damaged or incomplete work.

Where these difficulties are associated with the special needs of a pupil, a pupil from a minority racial or cultural background, or where there are indications of sexual harassment or homophobic or transphobic bullying, these indicators may well confirm that bullying is occurring. Investigation will be undertaken, checking with colleagues and the lead Child Protection teacher and maintaining rigorous vigilance and confidentiality.

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

2.2 Staff and Other Adults in the School

Bullies are often in positions of power or authority over their victims. They may behave as they do to hide their own inadequacies or their personal envy of the other colleague. Bullying may occur between management, teaching staff, support staff and voluntary workers. Tell-tale signs are indicated in the following list, which is neither inclusive nor exhaustive;

- general low morale;
- increased level of staff turnover;
- high rates of absenteeism;
- frequent disputes, complaints and grievances;
- isolated members of staff;
- inefficient team working.

2.3 Procedures

We always take all bullying problems seriously, both of pupils and adults and we will undertake to investigate all incidents thoroughly.

The victim and the alleged bully will be interviewed separately, as will any witnesses.

Written records of incidents, the investigation and the outcomes will be kept rigorously and confidentially by the Headteacher in the first instance.

Any staff coming into contact with the victims of bullying will be given the appropriate information. Appropriate sanctions will be employed (see Behaviour Policy) and action will be taken to prevent further incidents, such as:

- obtaining an apology, verbal or written
- informing the parents of both the bully and the bullied
- providing appropriate training if lack of skills is identified, including building more 'anti-bullying' messages into the curriculum, assemblies etc.
- providing mentor support for both the bully and the bullied.
- offering a restorative practice meeting to both parties and facilitating this if the parents and pupils wish for this to happen
- undertaking work within the curriculum and across all areas of the school, both explicitly and implicitly to ensure that inclusion, mutual respect and tolerance are embedded within the school ethos and culture.