



Barlaston CE (VC) First School



Anti-Bullying Policy

(Please also see policies on Equality, E-Safety, Special Educational Needs and Disability, Safeguarding and Behaviour).

“Enabling our whole school community to flourish and let their light shine, preparing them for their role as gentle and humble agents for change in the world we share.”

Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy reflects the statutory requirements which are detailed in the following legislation:

- Children's Act 1989
- The Education and Inspection Act 2006
- The Equality Act 2010
- The Malicious Communications Act 1988

In addition to this, this policy encompasses the guidance and principles enshrined in 'Every Child Matters' (2004).

What Is Bullying?

DfE "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies" defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

In other words, bullying at Barlaston CE (VC) First is considered to be, "unacceptable behaviour which occurs **'lots of times, on purpose'**."

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct/indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEND
- Appearance or health condition
- Home circumstances, incl. Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia sexual bullying. nine of the equality strands: age, disability, gender, gender-identity, race,

Aims and Objectives

Bullying is wrong and causes distress and harm. We therefore do all we can to prevent it by developing a school ethos in which bullying is unacceptable.

Barlaston CE (VC) First School values and celebrates diversity and expects all sections of our school community to demonstrate respect towards others and together make our school safe for everyone. We want our school to be an environment which is secure, supportive and listening, where all children can learn safely.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all stakeholders aware that bullying in any form, by anyone (adults or children) and anywhere, is always unacceptable. We make clear each person's responsibilities in respect of anti – bullying.

We expect everyone to take action when bullying occurs.

Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school in accordance with the nine equality strands identified in the Equality Act 2010: age, disability, gender, gender-identity, race, pregnancy, maternity, religion or belief and sexual orientation. The governing body does 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. 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 about the effectiveness of school anti-bullying strategies.

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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour.

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

The headteacher sets the school climate of mutual support, respect and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and

welcomingschool, bullying is far less likely to be part of their behaviour.

Role of the Teacher and Support Staff

All of the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. 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 investigate it and also report 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, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. 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. Parents or carers will be invited 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 behaviour support.

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.

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 and impact of their actions. Praise and reward celebrate the success of all children, and thus help create a positive atmosphere.

The Role of Parents and Carers

Parents and carers 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 headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.

Role of Pupils

Pupils are encouraged to inform somebody they trust if they are being bullied. Pupils are encouraged to inform a member of staff should they witness bullying taking place. Pupils are invited to tell us their views about a range of school issues, including bullying, through a range of pupil voice approaches.

Bullying linked to ICT and other Technology

At Barlaston CE (VC) First School e-safety forms party of our Computing curriculum, as well as ongoing daily awareness and specific work taking place on e-safety day.

Monitoring and Review

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.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's incidents of bullying, 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 or disability.

This policy will be reviewed every year or earlier if necessary.

This policy will be reviewed in January 2027

Signed: 

Chair of Governors Mr G Taylor

Signed: 

Headteacher Mr J Gordon

Date: December 2024