Southcoates
Primary Academy

Anti-Bullying Policy

Date	Author	Comment
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Anti-Bullying Policy

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Intent

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 and the principles enshrined in '*Every Child Matters'*.

1.2 DfE guidance defines bullying as;

behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Preventing & Tackling Bullying, DFE 2017)

1.3 This policy supports the aims of the school Mission Statement. The first line of this document states that;

"Our school provides an enquiry based curriculum that engages children in a safe, supportive environment which ensures everyone makes sustained progress."

(Mission Statement - Southcoates Primary Academy, 2022)

2 Aims and objectives

Our aim is for all our pupils to be safe so they can learn in a relaxed, safe and secure atmosphere.

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 are committed, as a school, to providing a caring, friendly and safe environment where all our pupils can learn in a relaxed and secure environment.

2.3 If bullying does occur, each individual should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell.

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.

Implementation

3 The role of the Academy Improvement Committee (AIC)

3.1 The AIC supports the Principal in all attempts to eliminate bullying from our school. The AIC 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 AIC reviews the effectiveness of this policy regularly. The AIC requires the Principal to keep accurate records of all incidents of bullying, and to report to the AIC 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 the AIC to look into the matter. The AIC responds within fifteen school days to any request from a parent to investigate incidents of bullying. In all cases, the AIC notifies the Principal, and asks them to conduct an investigation into the case, and to report back to a representative of the AIC.

4 The role of the Principal

4.1 It is the responsibility of the Principal 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 Principal reports to the AIC about the effectiveness of the anti-bullying policy on request.

4.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal 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 Principal ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying and are also aware of school routines and procedures.

4.4 The Principal 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 staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers must keep records on CPOMS of all incidents that happen in their class, and that they have dealt with in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal. 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 Principal, the teacher informs the child's parents or carers. We also record incidents that occur near the school, or as the children travel between school and home.

5.3 Any member of staff who witnesses an act of bullying must record it on the CPOMS system (support staff also have access to this system). Additionally, staff inform the Principal immediately of any serious incidents. Entries on CPOMS are read daily by members of the Safeguarding Team and reviewed in a weekly safeguarding meeting. The Safeguarding Team consists of the Principal, Vice-Principal, Inclusion Lead, Wellbeing Worker and the Attendance Officer.

5.4 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. 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 inform the Principal and the Inclusion Lead. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Principal may contact external support agencies, such as the Community Anti-bullying Team, White House Unit (WHU), etc.

5.5 Lunchtime staff should discuss any issues/incidents with the Senior Supervisor at the end of lunchtime each day. They should write up any incidents that need to be recorded on CPOMS.

5.6 The school has a Wellbeing Worker, an Emotional Learning Support Assistant and 3 staff who are trained as Mental Health First Aiders. It is their role to support children who are experiencing difficulties of any sort – including bullying. They also work with children who are seen as bullies to help them develop more appropriate behaviour.

5.7 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. They praise, reward and celebrate the success of all children, and thus help create a positive atmosphere, which in turn will help to prevent incidents of bullying.

6 The role of parents and carers

6.1 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 Principal. If they remain dissatisfied, they should follow the school's complaints procedure.

6.2 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.

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, in pupil questionnaires.

7.3 Our School Council also provides an opportunity for bullying concerns and issues to be raised.

Impact

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the Principal, who reports to AIC on request about the effectiveness of the policy.

8.2 The anti-bullying policy is the AIC' responsibility, and they review its effectiveness annually. They do this by discussion with the Principal. AIC 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 every two years; or earlier if necessary.

Appendices

Appendix 1 – Anti-bullying poster

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