



Nurtured. Inspired. Prepared.

Working together to be the best we can be.

Anti-Bullying Policy



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Equality Impact Assessment

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

'Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.'

Rationale

There is a need to have a clear policy on the way the school approaches bullying. Bullying is the persistent wilful, conscious desire to hurt, threaten or frighten someone. This can be physical or verbal (including cyber) and includes hitting, name calling, teasing, ostracising as well as sexual and racial harassment. It also includes threatening gestures and looks.

In line with our school mission '**Nurture, Inspire, Prepare**' and values, we will seek a caring and positive environment where individuals are respected and feel secure in a way which enhances their social and academic environment. We will always strive to encourage children to talk openly and in confidence of their fears and experiences and those of their peers. Children must feel they are being listened to, be taken seriously and that action will be taken.

All staff will be active in dealing with incidents and incidents of bullying will be recorded in the behaviour log, as an aid to monitoring any problems. Strategies to encourage the bully to change behaviour and to empathise with the victim are a priority. The school behaviour policy includes opportunities to encourage and reward positive behaviour with the stars and recognition boards (see Behaviour Policy).

The emphasis of this policy is on prevention rather than solely dealing with bullying incidents.

Prevention is approached in three ways:

- Heightening the awareness of staff, parents and pupils
- School's approach to Behaviour and Discipline
- Through curricular approaches related to work in the classroom

Purpose

We are committed to creating a stimulating, motivated and happy learning environment. Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children, without the intention or awareness that it causes distress. Some individuals may feel that they

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are being bullied, even when there is no intention from others to cause them distress. Such incidents of this behaviour should still be taken seriously.

Bullying behaviour is not a natural part of growing up and should not be seen as such. Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Children and young people who bully are unlikely to stop while they continue to be unchallenged. The policy will ensure that there is a consistent approach to bullying and that bullying is dealt with whenever it occurs.

Roles

The role of Academy Council

The Academy Council 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 role of the Headteacher

It is the responsibility of the head of school 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 reports to the Academy Council about the effectiveness of the anti-bullying policy on request.

The role of the staff

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. The teachers keep their own records of all incidents that happen in their class and that they are aware of in the school.

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 in the first instance. 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.

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

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Race Equality/Inclusion

The policies, system and practices at Streethay Primary School set out to promote community cohesion and to provide a high-quality educational experience for all children.

At Streethay we do not tolerate any form of racism, bullying or harassment. Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges.
- Responding to children's diverse needs.
- Overcoming potential barriers to learning.

We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Guidelines

We work hard to develop strong relationships with our children and parents. A child, parent or member of staff with a concern relating to bullying is encouraged to share this with a member of the senior leadership team. Below is a guide to how we handle instances of reported bullying.

First Steps

- Take incidents and reports seriously.
- Take action as quickly as possible.
- Decide whether the action needs to be public or private.
- Reassure the victims
- Offer concrete help, advice and support to victims.
- Make it plain to the bully that you disapprove.
- Encourage the bully to see victim's point of view.

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- Explain clearly the punishment and why it's being given.

Involving others

- Record and report all incidents and follow behaviour procedures for unacceptable behaviour (see Behaviour Policy).
- Inform all colleagues if an incident arises out of a situation where everyone should be vigilant. e.g. unsupervised toilets, lunchtime.

Final Steps

- Make sure that the incident doesn't linger on through reminders from you.
- Follow up incident after a couple of weeks, checking that the bullying has ceased.
- Try to think ahead to prevent recurrence of incident.

Try not to:

- Be over protective or refuse to let the victim help him/herself.
- Assume the bully is bad through and through and try to look at the behaviour objectively.
- Label the child.