

**BISHOP WOOD C OF E JUNIOR SCHOOL**  
**ANTI-BULLYING POLICY**



## **1 Introduction**

- 1.1** It is a Government requirement that all schools have an anti-bullying policy to ensure that all children are able to feel safe and secure in the school environment. This policy reflects this current guidance.
- 1.2** Bullying is defined as deliberate, targeted, hurtful behaviour which is sustained over a period of time, where it is difficult for those bullied to defend themselves. The school recognises that there are various types of bullying:
- physical: punching, pushing, hitting, kicking, theft or damage to property;
  - verbal: name calling, sexist remarks, racist remarks, homophobic remarks;
  - comments about physical / mental / social disability, appearance, ability, personality, sustained negative criticism;
  - cyber bullying through texts, social networking sites and e-mails
  - indirect: spreading rumours, excluding someone from social groups.

## **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.
- 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.
- 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 minimising of bullying in our school.

## **3 The role of governors**

- 3.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone bullying 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 Headteacher (or Deputy Headteacher) 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 an alleged bullying incident can ask the chair of governors to look into the matter. The Chairperson will respond within ten days to any request from a parent to investigate any such incident. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case and to report back promptly to a representative of the governing body, usually the Chairperson.

#### **4 The role of the headteacher**

**4.1** 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 (or Deputy) reports to the governing body about the effectiveness of the anti-bullying policy at least annually.

**4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the senior teachers may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong.

**4.3** The headteacher will ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. During National Bullying Awareness Week the headteacher and senior staff will ensure that the theme in assemblies is connected with strategies to prevent and manage bullying.

**4.4** The headteacher 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 keep their own records of significant incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves, or refer it to the Deputy Headteacher. Teachers and support staff do all they can to support the child who is being bullied, and the bully. It is also important that the children's parents are involved in the process.

**5.3** We also aim to record incidents that occur near the school or on the children's way between school and home so far as these come to our attention.

**5.4** When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling (possibly with our Family Support worker) and support for the victim of the bullying, and consequences 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 expected to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, staff will inform the headteacher.

Parents are then invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the local education outreach team (DESC) or the Educational Psychologist for additional support.

- 5.5 All members of staff will receive training, as part of the programme of continuing professional development, 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., both within circle time and 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 may also be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 5.7 If a teacher witnesses inappropriate name-calling on the playground, it should be challenged assertively. The child should be told why the vocabulary is not acceptable, and asked to apologise to the recipient. The aim is to help to stop this form of bullying.

## **6 The role of parents**

- 6.1 Parents who are concerned that their child might be being bullied, or who is involved in anyway in bullying, should contact their child's class teacher immediately. Class teachers will take all allegations seriously and investigate thoroughly and promptly. If parents remain concerned they should contact the headteacher. If they remain dissatisfied, they should take action as outlined in the school's complaints procedure.
- 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.
- 6.3 Parents will be reminded periodically through newsletters what bullying is and what to do if they feel their child is being bullied.

## **7 The role of pupils**

- 7.1 Children are taught strategies to deal with unacceptable behaviour through the use of the three point rule. They also have the opportunity to use a green card (if they are worried) or a purple one (if they are angry) on the playground- this allows them to come into the school building and discuss what is happening with a member of staff. Pupils are encouraged to tell anybody they trust if they feel they are being bullied, and if the bullying continues, they must keep on letting people know. Doing nothing should not be an option for them.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through Pupil Voice activities.

## **8 Monitoring and review**

- 8.1 This policy is monitored continually by the headteacher, 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 discussion with the Headteacher, or Deputy, who will analyse information for patterns of people, places or groups. They are particularly concerned over any gender specific, homophobic or racist bullying, or bullying directed at children with disabilities or special educational needs.