



George Carey CofE Primary School

Anti-bullying Policy

A Christian school for all, at the heart of the local community, where everyone grows together in knowledge, understanding, friendship and love.

George Carey Church of England Primary School

Anti-Bullying Policy

A Definition of Bullying:

Bullying is a wilful, conscious desire to hurt, threaten, intimidate or humiliate someone else, and is often repeated over a period of time. Bullying can take many forms, for example verbal, physical or psychological. It can also take place remotely in the form of cyber bullying. Being a bystander who encourages someone to humiliate or hurt someone else can also be considered as an act of bullying. The primary strategy SEAL (social and emotional aspects of learning) materials indicate that there are three key characteristics of bullying:

- 1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
- 2. Bullying is deliberate and often premeditated.**
- 3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

School aims and objectives:

- We do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.
- We aim to produce a safe and secure environment where all can learn without anxiety
- We aim to produce a consistent school response to any bullying incidents that may occur, whether they occur within school, or involving our pupils outside of school.
- 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.
- We aim to build resilience and confidence in children as they grow through the school and encourage them to speak up, both through our PSHE curriculum and through the general ethos of the school which values pupil voice.

Whilst we accept that all schools have bullying, no form of bullying is acceptable in our school. It is the job of all adults and children at the school to ensure that bullying, once it has been identified, is quickly dealt with. We aim to create an environment where children can speak out when they feel vulnerable or when they witness bullying. We want to empower children to speak up immediately if they witness a bullying incident or suspect that one of their friends is subject to bullying.

Like adults, children can exhibit bullying behaviour for a wide number of reasons, and it is important for us to understand the reasons behind incidents of bullying in order to fully tackle the underlying issues. Sometimes children do not fully realise the implications of their actions on other children and sometimes bullies have indeed been subject to bullying or trauma themselves. We will judge our own success in terms of tackling bullying not only by reducing incidents over time but also by looking

at the long term positive impact that learning and support provided by the school to both the victims of bullying and the bullies themselves.

All incidents of alleged bullying MUST be recorded by staff in writing on an “Alleged Bullying Incident Form”

The role of governors:

The governing body supports the school in all attempts to eliminate bullying from our school. They monitor the incidents of bullying that occur and review the effectiveness of the school policy regularly. The governors require the school 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.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying in line with the school’s complaints procedures.

The role of the Headteacher, Lead Behaviour Manager (DHT) and SLT:

The Senior Leadership Team 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.

It is the responsibility of the Senior Leadership Team to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. Collectively they have the whole school overview in this area, coordinated by the Deputy Headteacher with responsibility for behaviour. Heads of Phase Teams report all incidents of bullying to the Deputy Headteacher with responsibility for behaviour. The DHT will monitor and report incidents of bullying within the wider monitoring of behaviour on a termly basis to the SLT. The DHT may refer matters of bullying to the Inclusion Team, the Safeguarding Team or, for more serious cases, the Headteacher.

It is essential that the Headteacher and Deputy Headteachers take a lead in supporting the school’s positive ethos and dealing directly with identified incidents of bullying. In more serious incidents, the Headteacher or Deputy Headteacher must contact the families of the children.

All senior staff, led by the Headteacher, ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school, for example through assemblies and the school council.

The SLT should ensure that staff receive sufficient training to be equipped to deal with all incidents of bullying.

The role of staff (all adults working in the school)

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. They work to ensure a positive environment and will intervene to prevent incidents from escalating. Staff in our school take all forms of bullying seriously. Staff keep their own records of all incidents that happen in their class and that they are aware of in the school, and report this to the Deputy Headteacher with overall responsibility for behaviour.

Resolutions and outcomes of school work to reported incidents of bullying must include:-

- appropriate sanctions and support for the perpetrator depending on the severity of the misdemeanour (in line with the overall behaviour policy in discussion with the Headteacher / Deputy Headteacher)
- support for the victim which ensures that they are safe

- training for victim which includes understanding ways that they can avoid being a victim in the future
- training for perpetrator which includes understanding why they have acted in such a way and understood the impact that they have had on other children
- on-going monitoring by staff at the school to ensure that there are no further incidents

If staff become aware of any bullying taking place between members of a class, it is dealt with immediately.

The role of children

Children also have a key role to play in building collaborative relationships. It is essential that staff provide experiences within the context of the classroom that foster collaborative learning and encourages a positive dialogue between children. Additionally, placing children in positions of responsibility as Student Ambassadors and members of the school council, helps children to take a lead in the creation of an environment that is incompatible with bullying.

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 immediately.

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.

Monitoring and review:

Monitoring of bullying will be a termly agenda item on Governing Body meeting. The Governor with responsibility for Safeguarding will visit the school every term examining the school's incident forms, and discussing relevant issues with the Deputy Headteacher with responsibility for Behaviour, the Safeguarding Lead, the Head of Inclusion and the Headteacher. In preparation for the visit, The Deputy Headteacher with responsibility for behaviour will have analysed behaviour data with reference to children's ethnicity, age and gender.

Agreed by the School Council on 11th July 2016

Agreed by the Governing Body on 22nd July 2016

To be reviewed:- Summer Term 2018