



CRADLEY C OF E VA PRIMARY SCHOOL

ANTIBULLYING POLICY

Vision Statement: Enriching Lives

Policy written by: Mrs D Jones

<u>Dates</u>					
Written					
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1 Values and Ethos

1.1 At Cradley CE Primary School we uphold and nurture our Christian ethos through focus on our Christian values that infuse school life. We seek to develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves. We create a safe, healthy and happy school community in which children and adults are cherished and valued. *For God gave us a spirit not of fear but of power, love and self-control.*“

1 Timothy 1.7

1.2 We believe the school/learning environment has a central role in a child's emotional, social, and moral development, just as it does in their academic development. Children bring to school a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes, and life experiences. We recognise the impact a child's emotional development has on their overall achievement and have developed a whole school approach with specific provision within our broad and balanced curriculum designed to help the children with their emotional and social skills. All children work towards common values based on the core principles of honesty, respect, responsibility and forgiveness.

1.3 We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours. This approach is known as THRIVE and is used by schools across our learning community and nationally. It is based on scientific research and informed by up to date neuroscience. All our staff are trained and we use it in our daily practices with all children. We have two THRIVE practitioners who coordinate this work and they are trained to identify the emotional needs that underlie troubling behaviours. Specific 1-2-1 provision is in place to support these children whose behaviour may include bullying or who have been a victim of bullying.

- 1.1 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical, verbal or through social media) or indirect (for example, being ignored or not spoken to). We communicate it to children as "When a person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed."
- 1.2 Bullying is 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 and tackling bullying Advice for headteachers, staff and governing bodies July 2017)
- 1.3 It is important to distinguish bullying from other unkind, mean and harmful behaviour. Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviours will be addressed but may have different consequences and interventions, which is why the distinction is critical. To be defined as bullying, all three components must be present: (1) repeated actions or threats, (2) a power imbalance and (3) intention to cause harm.

2 Aims and objectives

- 2.1, Bullying, including peer to peer abuse, 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 provide a safe and secure environment where all children 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 eradication 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 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 governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. This is done by the Head teacher keeping accurate records and reporting to the governors.
- 3.3, A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

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 reports to the governing body about the effectiveness of the anti-bullying policy on request.

- 4.2, The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments, for example, use of Values Education in collective worship and PSHCE.
- 4.3, The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of 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 records on My Concern of 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 headteacher. 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 headteacher, the teacher informs the child's parents.
- 5.4, When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and punishment 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 encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents 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 social services.

- 5.5, All members of staff attend training when available, 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., 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 reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents

- 6.1, 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. 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.
- 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.

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 the regular pupil questionnaire.