

# St Chad's Patchway C of E Primary School

## Vision statement

"To be a happy, learning community based on Christian values which enables all children to reach their full potential."

## Anti- Bullying Policy

### Rationale

The school takes all forms of bullying seriously, and seek to prevent it from taking place. This document is intended to ensure measures are in place to reduce the likelihood of bullying and appropriate actions are taken when bullying has been identified.

### Aims and objectives

- 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.
- 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.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 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 prevention of bullying in our school.

### Principles of Practice

- Teachers keep their own records of all 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. Any adult who witnesses an act of bullying should report the incident to the classteacher, who will investigate and take the appropriate action. 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 or carers.
- In the staff room, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home.

- 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 (see no blame approach to bullying in appendix if appropriate), 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 headteacher and the special needs coordinator. 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 headteacher may contact external support agencies, such as the social services.
- All members of staff attend training, when appropriate, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 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, PSHE, SEAL, class council, weekly review 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 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.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire.
- Our School Council has developed its own anti-bullying code.

### **Monitoring and review**

- This policy is monitored regularly by the headteacher, who reports to governors on request about the effectiveness of the policy.
- The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors 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.
- This policy will be reviewed as part of the school's policy review process

**Signed:**

**Date:**