



Plaistow & Kirdford Primary School Anti-Bullying Policy

Approved by: Governing Body

Approval Date: February 2024

1 Introduction

1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

1.2 DfES guidance defines bullying as actions that are deliberate, meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical, verbal or use of text messaging or other electronic communication) or indirect (for example, being ignored or not spoken to).

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 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.

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 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 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 and keeps them updated to any ongoing bullying concerns or issues.

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 in assembly.

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 of all incidents that happen in their class, and that they are aware of in the school. All staff should log serious or repeated breaches of the school's behaviour code on CPOMS being sure to alert the SLT each time. In most cases teacher intervention is all that is required.

All staff should feel confident to log a behaviour breach as bullying where they have a concern that the behaviour is deliberate, targeted and sustained over a period of time. Where they feel that behaviour should be logged as bullying they should discuss this with a member of the SLT and the class teacher.

Where there is an ongoing bullying concern the class teacher should arrange to meet with the families of the child doing the bullying so that the behaviour can be addressed and followed up at home and as well as at school. At this meeting the teacher should make the families aware that we are concerned that this is bullying behaviour.

Where necessary, the class teacher should also speak to the family of the child who has been bullied. This may not always be necessary and is dependent on the broad context.

5.3 All staff are directed to log any incidents or concerns regarding bullying including records of conversations with parents via CPOMS our online reporting platform.

5.4 Where bullying is taking place between members of a class, the teacher will deal with the issue immediately. This will involve support for the child being bullied and work with the child doing the bullying so that further incidences are avoided. In addition to addressing the behaviour directly, the class teacher should consider any practical changes that can be made to support both children in the classroom and at playtimes.

5.5 All members of staff routinely receive updates through staff meetings and briefings, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 Staff 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Additionally the school takes part in annual events such as Anti-Bullying week to raise awareness of bullying and how to manage their responses to bullying. Staff should receive training and CPD to support them in identifying, supporting and addressing bullying within the school.

6 The role of families

6.1 Families 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.

6.2 Families 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 children

7.1 Children 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 Children are invited to tell us their views about a range of school issues, including bullying through class council sessions, circle time, school council and assemblies.

8 Monitoring and review

8.1 This policy is monitored regularly by the headteacher and inclusion leader, 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. 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.

8.3 This policy will be reviewed in three years, or earlier if necessary