



## **Newbottle and Charlton C.E. V.A. Primary School**

Charlton  
Banbury  
Oxon  
OX17 3DN

**Telephone/Fax:**  
01295 811480

**Head Teacher:**  
Mrs Sarah Smith

**Email:** bursar@newbottle.northants-  
ecl.gov.uk

**Chair of Governors:**  
Rev Canon R Bellamy

## **ANTI-BULLYING POLICY** (Non-Statutory- Biennial Review)

<b>Adopted by the Governing Body on [Date]:</b>	2 February 2017
<b>Reviewed by:</b>	Standards & Curriculum Committee
<b>Date of committee review:</b>	
<b>Chair of Governors Signature:</b>	
<b>Date of next review:</b>	February 2019



## **Newbottle and Charlton C.E. Primary school**

### **Anti-Bullying policy**

#### **Introduction**

What is bullying?

“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”

Anti-bullying Alliance definition.

Bullying incidents can cause physical and/ or emotional harm. Bullying can take the form of physical harm to persons and property. There can be direct verbal bullying in the form of threat, insults and nasty teasing as well as relational bullying, creating rumours or by phone or computer.

Bullying behaviour can be in response to attitude about race, religion, culture SEN or disabilities, appearance and health, sexual orientation or sexism. A pupil or member of staff may be bullied for any reason connected to their individuality or life circumstances.

There are four forms of bullying.

**1) Physical:** hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

**2) Verbal:** Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.

**3) Cyber:** any type of bullying that is carried out by electronic medium such as :

1. Text message bullying
2. Picture/video clip bullying via mobile phone cameras
3. Phone call bullying via mobile phones
4. E-mail bullying
5. Chat-room bullying
6. Bullying through Instant Messaging (IM)
7. Bullying via websites

**4) Emotional:** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

## **Aims and Objectives**

Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable.

We aim to educate the whole school community in helping to prevent, identifying and dealing with bullying incidents. This policy promotes the belief that the whole school community has a responsibility in preventing bullying.

We aim as a school to produce a safe and secure environment both physically and emotionally where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that occur.

At Newbottle & Charlton CEVA Primary we take steps to ensure that all reported behaviours are dealt with swiftly and that if serious are recorded by the head teacher or another teacher in her absence. This then in the very large majority of cases means the behaviours are individual cases and don't then lead to bullying. Staff also observe situations both in the playground and in class and again are discussed and recorded as necessary.

The Christian ethos and values of the school also plays an important part in the discussion process and the subsequent behaviours and strategies used.

## **The Role of the Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The governing body monitors incidents of bullying that occur and reviews the effectiveness of the school policy every two years or more frequently as needed. The governors require the head teacher to keep accurate records of all bullying and report to the governors on request about the effectiveness of the school anti-bullying policy.

The governing body responds within ten days to any request from a parent or carer 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 report back to a representative of the governing body.

## **Leadership and Management**

It is the responsibility of the leadership to ensure that this policy is a live document.

All staff will be given an opportunity to understand the policy and support in carrying it out.

All new staff will be made aware of the policy as part of the induction process.

The Leadership shall be responsible for logging details of bullying incidents.

The Leadership will be responsible for analysing data from logged incidents to inform future policy.

The leadership will be responsible for maintaining the school ethos in which bullying is understood and responded to appropriately.

The leadership is responsible for upholding the procedures for dealing with incidents of bullying.

The leadership is responsible for setting out and maintaining the school organisational factors which prevent and manage bullying incidents.

The leadership is responsible for promoting and maintaining curriculum and extra curricular learning which promotes anti-bullying work.

The leadership is responsible for creating an inclusive culture which supports the prevention of bullying.

The leadership is responsible for developing and maintaining support systems for pupils and their families when bullying is an issue.

## **Adults**

The leadership is responsible for ensuring that adults in the school community are protected from bullying. Bullying of adults can be done by pupils, parents or other staff. Adults can expect their concerns to be listened to and responded to.

Adults who see bullying behaviour towards staff are responsible to work towards the elimination of bullying behaviour by supporting bullied staff and informing appropriate leadership or governors.

## **The Role of the Teacher**

Teachers seek to develop and uphold a class and school ethos in which bullying is not allowed and the causes of bullying are systematically addressed.

Teachers carry out a systematic PHSE programme to support the prevention of bullying and support the responses to bullying incidents.

Teachers establish good relationships with pupils, establishing a climate of trust and respect in which pupils feel confident to report incidents of bullying.

Teachers take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of incidents that happen in their class and that they are aware of in the school.

Teachers respond to incidents in the classroom immediately ensuring the safety of pupils and the consequent sanction and education of the child carrying out the bullying.

When a physical incident has taken place, the injured child has the adult's focus and the causes of the incident are dealt with when the child is comfortable.

Sensitivity is needed in considering whether some means of resolution may expose a bullied child to further negative action from a child carrying out bullying. All children need to be given the opportunity to state their point of view away from the other party.

Teachers inform parents of incidents in school and the steps they have taken; only information about the parent's own child is disclosed.

In cases of repeated bullying teachers inform the Headteacher. Parents are then invited in to discuss the situation.

Teachers are supported in their understanding and management of bullying by the SEAL programme

### **School Organisation**

Children all have one key adult with whom they develop a relationship.

Children are given an opportunity to discuss and define bullying.

There shall be adequate supervision during time outside the classrooms to ensure that adults can listen to children and respond to their needs. Lunch time supervisors actively promote play and social relationships and ensure all children have space to feel safe in.

Children are encouraged to talk to any adult about an issue of bullying, they know that their views will be listened to and taken seriously. They know that the adult they talk to will pass on the relevant information in order for effective action to take place.

Children are informed of the consequences and sanctions for children who are judged to have bullied.

All school staff, parents and pupils of the school community are encouraged to carry out the responsibility of noticing and responding to bullying behaviour.

A behaviour which can be described as bullying is stopped and immediate action is taken to ensure it does not continue. This is a complex process requiring different strategies.

1. There will be an opportunity for all parties to explain fully individually and in confidence what has happened and why.
2. There will be an immediate opportunity for the bully to develop an understanding of the effects of their behaviour.
3. Appropriate sanctions to the individual situation are put in place to ensure further behaviour does not occur. (See the Behaviour Policy)
4. The bully is given an opportunity to repair what they have done.
5. The bully is given support to change their attitudes and behaviour through counselling.
6. Adult supervision seeks to support all parties in ensuring there is no further opportunity for bullying.

Adults are aware of pupils with Special needs, English as a second language, those with disabilities and young carers who may be exposed to bullying behaviour. The school ethos fosters an inclusiveness which values each child's unique qualities which they bring to the school. The Christian ethos of the school supports this.

### **The role of the children**

The children in the school council are consulted as to the effectiveness of the anti-bullying policy each time it is reviewed. The school council is also encouraged to take the opportunity of the meeting to raise issues about school life including bullying.

Children engage in learning about the nature of bullying and the impact for all those involved. Children are given an opportunity to discuss and define bullying.

The children follow a programme of study within the SEAL programme focussing on bullying once a year.

Children learn about the role of the bystander in bullying and how to behave in this circumstance.

Children learn that they have a responsibility to identify incidents of bullying and talk to staff and other adults they know will help them.

Children are encouraged to support their fellow pupils in maintaining an anti-bullying attitude and state.

Pupils learn how to solve problems for themselves through work in SEAL but also to recognise when an adult is needed.

The school takes part in the National Anti-Bullying Week (Nov) and carries out work throughout the week to address the key messages/theme for the year as well as work with others to ensure the school is a bully free environment.

## **What Children can expect**

### **Pupils who experience bullying**

Children are listened to.

Children are informed that they should report a bullying incident to the most immediate adult and that the information will be passed on as appropriate initially to the class teacher then other adults concerned. Pupils reporting bullying incidents have their immediate and future safety safe guarded.

Pupils experiencing bullying have their long term confidence and resilience taken into consideration when managing the incident.

Pupils receive specific education through the SEAL programme which support their ability to personally manage bullying incidents

Outside agencies may be consulted to support pupils.

### **Pupils who engage in bullying behaviour**

Through sanctions and education children are led to take responsibility for their actions.

Parents are involved in sanctioning and educating children who engage in bullying and are therefore informed of incidents occurring in school.

Children are given an opportunity to develop emotional skills which support the prevention of further incidents.

Children learn to repair the harm which they have done, through assemblies, the SEAL programme and responses to incidents from the adult who supports them.

### **The Role of Parents**

Parents who are concerned that their child might be bullied or who suspect that their child may be the perpetrator of the bullying should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

### **What Parents can expect**

Parents have access to the school's Anti-Bullying Policy and can expect to be listened to and have their concerns taken seriously.

Parents can expect all reported incidents to be investigated and be reported back on promptly. The time scale will vary according to the ability to find the necessary information on which to make judgements.

Parents can expect the developmental needs of all parties concerned to be taken into account. Reporting back to parents will only include information relating to the experience of their child.

### **Monitoring and Review**

This policy is monitored on a day to day basis by the Headteacher who reports to the governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness every two years. They do this by examining the school's anti-bullying logbook and by discussion with the Headteacher. Governors analyse information regarding gender, age and ethnic background of all children involved in bullying incidents. Children are consulted in circle time during the SEAL work on Say No to Bullying on how effective the school is in dealing with bullying. Parents have an opportunity to feed back through the school questionnaire.

The policy will be updated in line with the governors' review and when consultation from DCSF facilitates updates.