



# Anti-Bullying Policy

Review Date Autumn 2021

Every Child, Every Chance, Every Day, Working Together





# ANTI-BULLYING POLICY

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## Every Child Matters

At Crabtree Farm our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all our work. The outcomes are mutually reinforcing. Children learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty. Keeping the outcomes in mind at all times helps us all to focus on what they mean in practice and how progress towards them will be measured.

Please read this policy in conjunction with other related policies i.e. the Equality Policy, the SEND Policy, the PSHE Policy and the Safeguarding Policy.

## 1 Introduction

**1.1** Bullying is the action taken by one or more children with the deliberate intention of persistently hurting another child. It takes many different forms, including physical, emotional, verbal, cyber (e.g. by text, email or social media) in relation to a special needs, race, culture, gender, sexual orientation.

## 2 Aims and Objectives

**2.1** At Crabtree Farm Primary, we strongly believe that all bullying is unacceptable and wrong and that it 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.

**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. This policy statement makes it very 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 very seriously and dealt with appropriately.

**3.2** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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** 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 them 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 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, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

**4.3** The headteacher ensures that all staff receive sufficient training to be equipped to 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**

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

**5.2** If teachers witness an act of bullying, they 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.

**5.3** The headteacher keeps a log of bullying incidents. All staff have been trained in recording any incidents of bullying on SIMs.net.

**5.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. 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.

**5.5** Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

**5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

**5.7** We have a whole-school emphasis on PSHE and anti-bullying each year to ensure it is particularly high-profile in school.

**5.8** We have a system of Peer Supporters (children who are specially trained to support children at playtimes and dinnertimes) as well as a group of children who are trained as Sports Leaders, again to support children at playtimes and dinnertimes, and to hopefully avoid children getting bored or starting to bully other children.

**5.9** A number of designated staff are trained in Positive Handling/De-escalation techniques, which are used only when absolutely necessary to avoid disruption or children or staff being hurt.

**5.10** Children with complex additional needs will have their own individual handling policy and risk assessment, which explains how we deal with incidents involving that particular child.

## **6 The Role of Parents/Carers**

**6.1** Parents/carers 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** Parents/carers 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.

## **7 Monitoring and Review**

**7.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.



**7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

