



Community First Academy Trust

Anti-Bullying Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2020

Anti-Bullying Policy

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy.
- 1.2 There is no legal definition of bullying. However, the DFE states that it is usually defined as behaviour that is:
 - repeated
 - intended to hurt someone either physically or emotionally
 - often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

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 the Local Governing Body

- 3.1 The Local Governing Body supports the Head of School in all attempts to eliminate bullying from our school. The Local 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 Local Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Local Governing Body requires the Head of School to keep accurate records of all incidents of bullying, and to report to the Local Governing Body 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 Local Governing Body or chair of the Trust to look into the matter. The Local Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Local Governing Body notifies the Head of School, and asks them to conduct an investigation into the case, and to report back to a representative of the Local Governing Body and the Board of Directors.

4 The role of the Head of School

- 4.1 It is the responsibility of the Head of School 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 Head of School reports to the Local Governing Body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is

being punished. The Pastoral team in school may be called on to discuss the issues with children and parents in order to address the issue at an early stage.

- 4.3 The Head of School 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 Head of School 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 record all incidents that happen in their class, and that they are aware of in the school, using the agreed school systems. If teachers witness an act of bullying, they will investigate it themselves and refer it to the Deputy Head for Inclusion and Safeguarding, Head of School and pastoral team. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head of School, the teacher informs the child's parents or carers.
- 5.3 Within school staff use the school's electronic recording system to log 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. Any adult who witnesses an act of bullying should record it using this system.
- 5.4 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, 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 Head of School and the Deputy Head for safeguarding and Inclusion. 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 Deputy Head for safeguarding and Inclusion or Head of School may contact external support agencies, such as social services.
- 5.5 All members of staff routinely attend training, 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents and carers

- 6.1 Parents and 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. If they are not satisfied with the response, they should contact the Head of School. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2 Parents and carers 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 annual pupil questionnaire.

7.3 Our School Council is able to discuss and influence anti-bullying measures.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the Head of School, who reports to the Local Governing Body on request about the effectiveness of the policy.

8.2 The anti-bullying policy is the Local Governing Body's responsibility, and they review its effectiveness annually. They do this by examining the school's data and by discussion with the Head of School. Local Governing Body can 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 every two years or earlier if necessary.

Signed:

Date: