

## The Good Shepherd Trust

Academies in partnership with the Guildford Diocese Education Trust  
The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423

### Ashley C of E Primary School Anti-bullying Policy



Diocese of Guildford

**Review date: June 2018**

**Next review: June 2020**

### Rationale

We believe that every child and adult has the right to be able to work and study in a bully-free environment. Everyone should feel confident when coming to our school that they can spend the day in a safe place where everyone works together in a supportive community. When bullying does occur (please see definition below), staff and pupils should feel confident in reporting the behaviour, enabling the system to be put into place to prevent it from happening again. We have written this policy based on advice from the Department for Education's *Approaches to preventing and tackling bullying (June 2018)*, *Preventing and Tackling Bullying (July 2017)*, and *Cyberbullying (Nov 2014)*. This policy runs alongside our Behaviour, Health & Wellbeing and Safeguarding policies.

### Aim

Ours is a happy school and we aim to maintain and develop this positive and caring environment.

### Objectives

- To develop and maintain an ethos in which the whole community 'looks out' for children
- To have effective systems in place to identify, at an early stage, emerging issues and put strategies in place to deal with them
- To have effective systems in place to react quickly and effectively to concerns about bullying.
- To ensure that all staff are clear about their responsibilities in relation to bullying and know what to do if an incident occurs
- To monitor incidents of bullying to ensure that no group is particularly vulnerable to this kind of behaviour
- To monitor incidents of bullying, ensuring that they are dealt with effectively and that there is no recurrence of the behaviour
- To involve parents in the partnership, ensuring that the whole school community is zero-tolerant of bullying behaviour
- To work with bullies, ensuring that they understand the consequences of their actions and have the opportunity to make amends

## Definitions

**Bullying** is the use of aggression with the intention of hurting another person. It can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any form of violence
- Racist - taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focusing on the issue of sexuality
- Verbal name - calling-sarcasm, spreading rumours, taunting
- Cyber – name-calling, hacking, exclusion, trolling

## Responsibilities

### 1. Governing Body

The Governing body has a key responsibility for safeguarding pupils in the school. Responsibilities include:

- Having an anti-bullying policy in place
- Monitoring the number and type of bullying incidents
- Receiving an annual report from the head teacher on incidents of bullying, how they have been dealt with and any trends that might be emerging
- Ensuring the welfare of staff and that the whole organisation promotes a supportive environment which does not tolerate bullying.

### 2. Head teacher

The head teacher is responsible for ensuring that the good behaviour of children and young people within the organisation in his/her absence the deputy head teacher should be contacted. The head teacher is responsible for:

- Acting as a source of advice within the school
- Ensuring that staff are familiar with and follow policy and procedures.
- Organising training on anti-bullying strategies within the school
- Involving parents, carers, liaising with them and keeping them informed when incidents occur
- Ensuring that all staff feel supported in their roles, working as a team without fear of bullying.

### 3. Other Staff

New staff are familiarised with this anti-bullying policy as part of their induction. Supply staff have a summarised form of the behaviour policy incorporating a section about anti-bullying made available to them on their first day. However, if they are employed for any longer period of time (over two weeks) they are inducted in the same way as an appointed member of staff. Staff are responsible for:

- Keeping alert for any potential signs of bullying
- Referring any concerns to the DSL (Deputy head) while also addressing them themselves
- Discussing with the children any bullying incidents and how they might all help to remove bullying from our environment
- Addressing any issues of bullying that they identify within groups
- Ensuring that any incidents are logged correctly and that effective action is taken
- Working with management and liaising with parents to reduce and remove incidents of bullying

- Ensuring that their own behaviour is in line with the ethos of the organisation and does not constitute bullying

## **Procedures and practice**

### Our school culture

It is important that we set a good example as adults. The way we work with one another and our own productive and supportive relationships will provide a model for children and young people. In the adult-child relationship we should also be alert to how we address children, the language and the tone we use and the response we expect.

A general tone of respect, where care and consideration is expressed for others, is part of building a culture in which bullying can be acknowledged and dealt with.

### Consulting with children

It is important that everyone takes time to discuss with the children their views on bullying, what it is and how it should be tackled. Regular Health & Wellbeing lessons, school council, whole school worship and behaviour systems all help to keep the school informed and working together to support this theme. The school council created a child-friendly version of this policy which is shared with the whole community and new-starters.

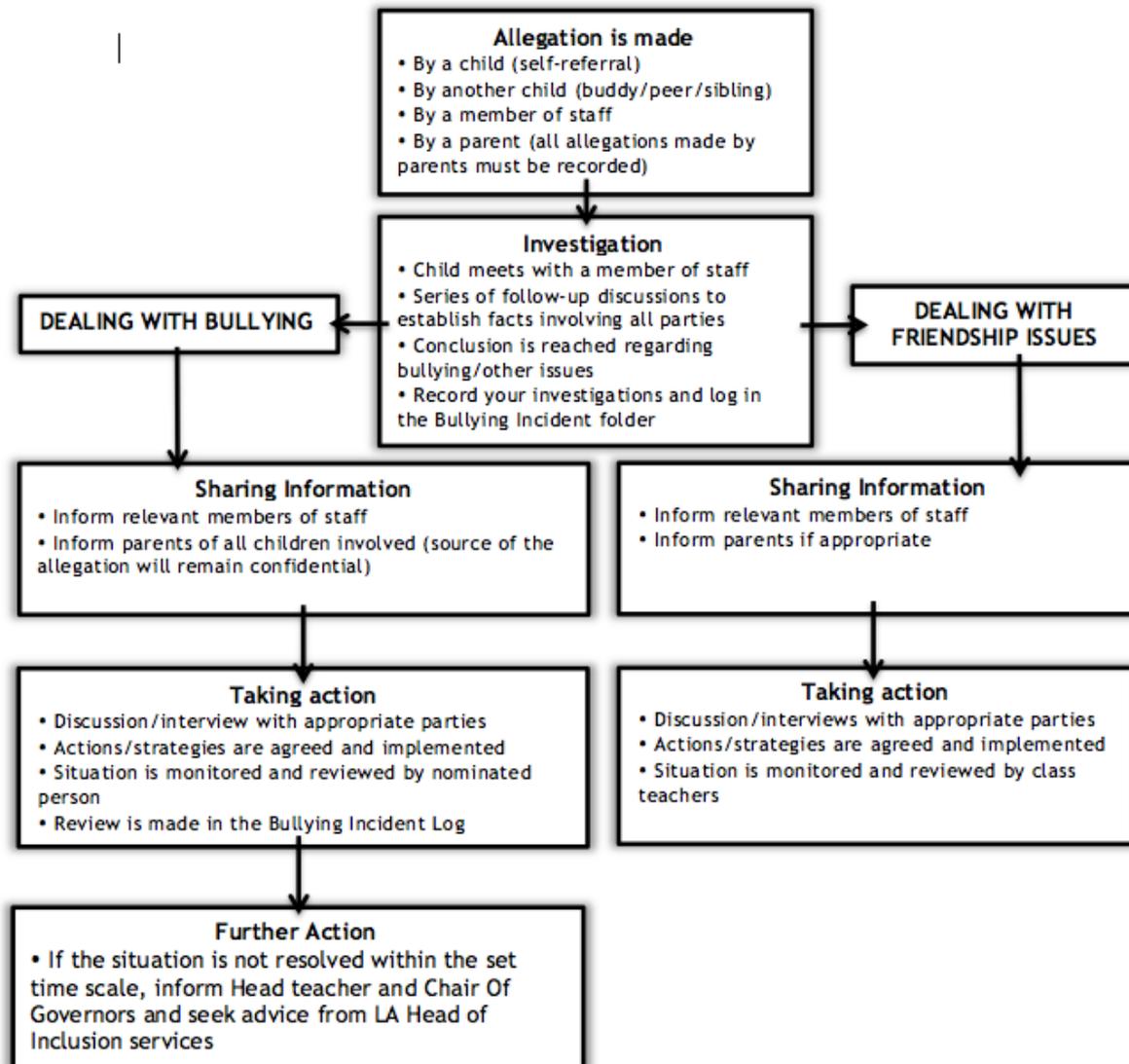
## **Guidance on recognising where bullying is taking place**

We encourage children to report incidents of bullying either of themselves or of others. However there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that the staff watch out for the following indicators in the behaviour of victims of bullying. The victim might be:

- Frightened or unwilling to come to school
- Absent from school more than usual
- Withdrawn and anxious
- Starting to stammer
- Running away from school
- Crying at night or having nightmares
- Performing less well at school
- Coming home from school with damaged belongings or missing possessions
- Asking for money or stealing money
- Hiding mobile devices or unwilling to share
- Suffering from unexplained cuts and bruises
- Becoming more aggressive and bullying others
- Losing appetite or complaining of being hungry

There may be other reasons for this type of behaviour but bullying is always a possible cause and will be investigated.

## **Procedure for dealing with allegations of bullying**



## Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of rules displayed in each classroom
- Signing a behaviour/ home school agreement,
- Writing stories or poems or drawing pictures about bullying,
- Reading stories about bullying or having them read in a class or assembly,
- Role-plays,
- Health & Wellbeing curriculum,
- Online safety curriculum and assemblies,
- Having discussions about bullying and why it matters.

## Day-To-Day Monitoring

- Meeting with parents and log conversation / actions
- Establishing a monitoring framework to re-assure parent and child,

- Setting a deadline for improvement or further action,
- Making sure all parties are aware including midday supervisory assistants, teaching assistants and teaching staff.

### What to do

- Look at classroom arrangement and seating positions,
- Look into ways of improving playground supervision,
- Investigate improving playground provision and zoning areas for quiet play,
- “Buddy up” vulnerable children,
- Instituting circle time to improve awareness and social cohesion within the class to encourage pupils to deal with peer group bullying issues,
- Time with designated ELSA trained member of staff.

### In Extreme Cases

- Always report extreme concerns to the Headteacher / Deputy head.
- If the concern is about a child on the SEND register then request advice from our SENCO.
- Make sure that everyone who needs to know is regularly informed (parents, SENCO, other teachers and support staff, education welfare, social worker, counsellor etc).
- Make sure the school has a mobile phone or direct access number for the parent in an emergency.
- Establish a clear procedure for notifying involved personnel in an emergency. Make sure everyone concerned understands the problem, procedure and plan of support for the child.
- Keep accurate records of the situation as it progresses. Talk to the child and the parents regularly, and report any changes or concerns immediately.
- Monitor carefully that the child is never left in an unsafe or vulnerable situation.

### References:

[Approaches to preventing and tackling bullying](#) (DfE, June 2018)  
[Preventing & Tackling Bullying](#) (DfE, July 2017)  
[Cyberbullying: Advice for headteachers and school staff](#) (DfE, Nov 2014)

<b>Headteacher:</b>	Mr Richard Dunne	<b>Date:</b>	June 2018
<b>Deputyhead Teacher</b>	Mrs Jackie Stevens	<b>Date:</b>	June 2018
<b>Chair of Governing Body:</b>	Mr. Nigel Stapleton	<b>Date:</b>	June 2018

