

St Wilfrid's C of E Primary Academy
ANTI-BULLYING POLICY
Achieve
Believe
Care ...
At St Wilfrid's we can.

Ethos of the School

Our school mission statement "Achieve, Believe, Care at St Wilfrid's we can" is at the heart of everything we do at our School.

As a Christian School, we have 8 Christian Values central to everything we do.

These are

Forgive, Hope, Peace, Courage, Kind, Joy, Fair and Trust.

These Values underpin our school aims and ethos statements.

The values and principles are as follows:

- to foster within each child a positive self-image and self-belief.
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- to help the children acquire and develop a range of skills and concepts with the ability to use these in all areas, supporting their development as independent learners.
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.

Introduction

St Wilfrid's Primary Academy is a secure, caring, Christian community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and co-operation. We aim as a school to produce a safe and secure environment where all can learn without anxiety. Children are encouraged to be confident, independent learners who respect the needs and values of others as well as being able to contribute positively to the school and the local community.

Bullying is action, repeated over time, taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It involves the dominance of one person by another, or a group of others, is pre-

meditated and usually forms a pattern of behaviour. Bullying can take many forms, for instance, cyber-bullying via text messages or the internet.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it. Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

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

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.

The role of Governors

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.

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.

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.

The Role of the Headteacher

The Headteacher:

- reports to the governing body about the effectiveness of the anti-bullying policy.
- ensures that all children know that bullying is wrong and that it is unacceptable behaviour in the school.
- ensures that all members of staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 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.

The Role of the Teacher

Teachers 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.

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 period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

At lunchtime the welfare staff are responsible for logging any anti-social behaviour and reporting these incidents to the class teacher. Bullying that occurs outside lesson time, either near the school or on the children's way home or to school will also be noted. If any adult witnesses an act of bullying, they should record the event.

If, teachers become aware of any bullying between members of a class, it will be dealt with immediately. This may involve counselling and support for the victim of the bullying and a personal interview with 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. We set meeting times to review the child's behaviour, discussing how their relationship with the one who was bullied has improved. At this stage we endeavour to use the 'No Blame' approach with the view that this should encourage long lasting harmony between the bully and the bullied. Details of this method are attached to this policy in Appendix 1.

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 where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

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

Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, incidents of bullying should be prevented.

The Role of Parents

Parents 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. Parents 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.

Equality and Diversity

The school's approach to equality and diversity is in line with the Equality Act 2010. In our school we teach Citizenship to all children, whatever their ability. The teaching of Citizenship is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching Citizenship, we ensure that we provide learning opportunities matched to the needs and ages of the children.

We work hard to create a positive environment of shared commitment to valuing diversity and respecting difference. Through our teachings, we challenge and prevent discrimination and promote good relations between all groups and pupils.

One of the responsibilities of Citizenship is to prepare pupils to be good citizens, able to live and work in a diverse society. We encourage all pupils to make full use of the skills and perspectives of the wider community at local, national and international levels.

Monitoring and Review

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.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by reviewing any anti-bullying incidences and by ongoing discussions with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed :

Date: December 2014

REVIEWED:

Appendix 1

The no-blame or support group method

In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of pupils including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group. Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometime kept of the way this method is carried out, but not always.