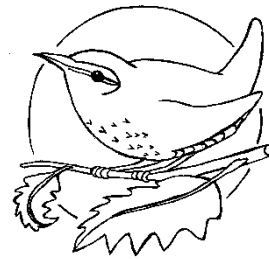
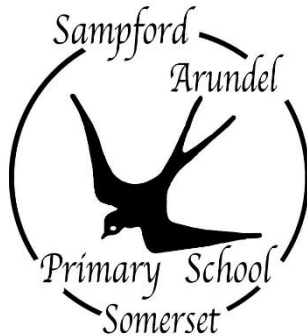


Wellington Area Rural Federation



Stawley School

Anti-Bullying Policy

September 2023

UPDATE 09/21 Covid19 Addendum –

All children are required to follow the procedures for handwashing, social distancing – between bubbles and safe coughing/tissue usage. If a child chooses to additionally wipe down equipment etc, they will be fully supported by staff. It is essential during this difficult time that all pupils are supported with positive behaviour in school and any issues arising, comments etc, re-covid are discussed with the children and recorded. This needs to be a time of support and understanding – this under pins our Anti-bullying Policy.

This addendum continues to remain in place as long as the Covid Risk Assessment is required by DFE and SCC – Sept 2021

ANTI-BULLYING POLICY

1 Introduction

- Bullying is action taken by one or more children with the deliberate intention of repeatedly hurting another child, either physically or emotionally.
- It is important to remember that children are sometimes unkind to each other in their words or actions and while this is regrettable and requires adult intervention it is not necessarily bullying.

2 Aims and objectives

- 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.
- We aim to produce a safe and secure environment where all can learn without anxiety.
- 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.

3 The role of governors

- The governing body supports the head teacher 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 head teacher 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 head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the head teacher

- It is the responsibility of the head teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher (and all staff) ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our schools. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

- The head teacher 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

- All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers keep their own records of any incidents that happen in their class and that they are aware of in the school.
- If teachers witness an act of bullying, they act immediately to support the child who is being bullied. If it becomes apparent that a child is being bullied over a period of time, rather than an isolated incident of unkind but age-appropriate regrettable behaviour then, after consultation with the head teacher, the teacher informs the child's parents.
- There is a behaviour book in the office where all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are recorded. If any member of staff witnesses an act of bullying, they should record the event in this book.
- If teachers become aware of any bullying taking place between members of a class, they will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. They spend time talking to the child who has bullied, explaining why the action was wrong, and then endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, the head teacher and/or the special needs co-ordinator are informed. The child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services.
- Teachers may attend training which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers strive to establish a climate of trust and respect for all within their class and support the children to achieve this. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Whole school assemblies and circle times are all used to promote positive attitudes to each other and if necessary to confront negative behaviour.

6 The role of the playground supervisors

- The playground is the most likely site for bullying. Supervising staff take all bullying or unkind behaviour seriously in the first instance, speaking directly to the children involved and informing the class teacher. More serious or persistent bullying will be reported directly to the head teacher.

7 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.
- If a parent does not feel the issue has been resolved after contacting the class teacher they should take the issue up with the head teacher and then ultimately with school Governors.
- 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 community.

8 Monitoring and review

- This policy is monitored by the head teacher, 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 regularly. They do this by examining the school's anti-bullying logbook, and through discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

9 Summary of action by staff when bullying is suspected

Inform the class teacher who will:

- Act immediately to support/counsel the child who is being bullied
- Involve the head teacher and/or SENCO
- Speak to the child who is alleged to be bullying to agree sanctions/behaviour modification programme
- Arrange meetings with the parent/s of the child who is bullying and the child who is being bullied (if this has not already taken place) to discuss the action taken and enlist the support of the parent/s with these strategies
- Make written records of any conversations or meetings that take place with either children or adults about the bullying incidents
- In extreme and prolonged bullying situations outside agencies such as child support workers/family support services may be involved

10. Response to Covid 19 (Update 2021)

- All children have responded differently to the changes and limitations imposed by the pandemic. Understanding this has been a key feature of all classrooms in WARF. All children will be supported with any anxieties or behaviours which arise from this positively. This will continue to feature throughout this academic year.

Policy revised for WARF; September 2022

Updated September 2021 with Covid Addendum which stands.