

## **Anti-bullying Policy**

This policy is a whole school policy including EYFS

A risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid 19. With this in mind changes to teaching, procedures and resourcing may occur due to identified risks.

### **1 Introduction**

- 1.1** Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Name-calling is the most common direct form. This may be because of individual characteristics for example: special educational needs; physical characteristics; ethnic origin; nationality; colour; sexual orientation including lesbian, gay, bisexual and transgender (LGBTQ) pupils, sadly the list is endless. Bullying exists as one off events or can be systematic targeted abuse over time.
- 1.2** Bullying is the antithesis of kindness: bullies thrive in an environment where they have been tolerated. This policy statement makes it very clear that the Headteacher does not allow bullying to take place in the school. This policy discusses the actions taken by Springmead School to deal with bullying. The attitudes and practices put in place to avoid bullying in the first place are described in more detail in the Behaviour and Discipline policy.
- 1.3** Bullying will not be tolerated in school or off the school premises, or through the use of communication technologies, which is witnessed by a staff member or reported to the school. Action taken is the subject of this policy.
- 1.4** This policy has considered Preventing and Tackling Bullying 2017 and Keeping Children Safe in Education.
- 1.5** This policy should be read in conjunction with the Online safety policy, Behaviour policy, Safeguarding policy and the Equal Opportunities Policy.
- 1.6** Bullying behaviour may arise from prejudice relating to perceived or actual differences between people leading to dislike and hatred of individuals and groups and to behaviour and language that is racist, sexist, homophobic, biphobic, transphobic or discriminatory with regards to a person's beliefs, disability, relationship status or other aspects of their identity or perceived identity.

The Equality Act, 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are: • Age • Disability 11 • Gender reassignment • Marriage and civil partnership • Pregnancy and civil partnership • Race • Religion or belief • Sex • Sexual orientation. Please note

that the characteristics of age and marriage and civil partnerships do not apply in schools.

It is important to recognise that some characteristics not covered by the Equalities Act 2010 can also be subject to prejudice-based bullying as they relate to perceived or actual differences, such as children and young people who are care-experienced, are economically disadvantaged or who are Young Carers.

## **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.
- 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 the school.
- 2.5** Online Bullying is covered in our Online Safety Policy.

## **3 The role of the Headteacher**

- 3.1** The Headteacher gives her commitment to respond as soon as practically possible to any request to investigate an incident of bullying.
- 3.2** 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.
- 3.3** The Headteacher and staff ensure 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.
- 3.4** The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- 3.5** The Headteacher sets the school climate of kindness and mutual support,

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. (PSHE and the wider curriculum are used to promote a climate of kindness and tolerance and a zero tolerance on bullying).

- 3.7 The Headteacher would be involved in any discussion regarding bullying, and would invite the child's parents into the school to discuss any bullying situations
- 3.8 In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.
- 3.9 In extreme cases the Headteacher may terminate the contract to provide educational services.

## 4 The role of the teacher

- 4.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Incidents of bullying are recorded by the class teacher or the Headteacher in the personal files of both the child being bullied and the child who has been bullying.
- 4.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied and the child who is bullying. If a child is being repeatedly bullied or is repeatedly bullying, then, parents will be informed.
- 4.3 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 (detailed in our Behaviour and Discipline Policy). Support and possible sanctions 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.
- 4.4 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.
- 4.5 Teachers create an environment of trust to enable children to bring and deal with issues either as a bystander, victim or perpetrator of bullying.

## 5 The role of parents

- 5.1 Parents, who are concerned that their child might be being bullied, or who

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suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

- 5.2** 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

## **6 Monitoring and review**

- 6.1** This policy is the Headteacher's ongoing responsibility to review its effectiveness annually in consultation with the staff, whilst incidents have been rare we are mindful that patterns can immerge in settings and we consider this as part of our annual review.

**Signed Headteacher:** *Sally Cox*

**Date:** 4.8.21