



# The Craylands School Anti-Bullying Policy

November 2007  
Reviewed 26.11.09  
Reviewed January 2013

## 1 Introduction

1.1 It is a Government requirement that all schools have an anti-bullying policy. DfE guidance for schools is under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

1.2 Our definition of bullying comes from the Kent County Council's Anti-Bullying Policy. **“Bullying is deliberately hurtful behaviour which is repeated, often over a long period of time and is difficult for the victim to defend themselves against.”**

1.3 Bullying can be

- Emotional – being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focussing on, the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – All areas of internet, such as email & internet chat rooms misuse. Mobile phone threats by text messaging and calls. Misuse of associated technology eg camera, video facilities
- Against specific groups/individuals such as pupils with special education requirements

1.4 The governing body recognises that bullying can occur in any school. This policy should be seen as part of the whole school behaviour and discipline policy and our parent/carer information pamphlets appended to this policy. All incidents of bullying are recorded and reported as necessary.

## 2 Aims and objectives

2.1 Bullying is wrong and damages individual children. At Craylands School 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 governors

- 3.1** The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The 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 governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten working days to any written 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, following the complaints procedure.

#### **4 The role of the Headteacher**

- 4.1** 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 identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The Headteacher ensures 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. For example, if an incident occurs, the Headteacher 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.
- 4.3** The Headteacher 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 Headteacher 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 staff**

- 5.1** All the staff at Craylands take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2** Teachers 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 will either investigate it themselves or refer it to the Deputy Headteacher or Headteacher or PSA. Teachers and support staff do all they can to support the child who is being bullied, including informing parents and carers as appropriate.
- 5.3** The Headteacher holds an incident logbook in which all incidents of bullying are recorded.

**5.4** When any bullying taking place between members of a class, the teacher 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Deputy Headteacher, Headteacher, parent support advisor and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. 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.

**5.5** All members of staff have access to 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. PSHE lessons and Circle Time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **6 The role of parent/carers**

**6.1** 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 they are not satisfied with the response, they should contact the Deputy Headteacher and then the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

**6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

**6.3** Parent/carers information pamphlets are available in the school entrance hall.

## **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** Opportunities are provided for pupils to tell us their views about a range of school issues, including bullying, through school council and in circle time.

**7.3** The school supports the national annual anti bullying week.

**7.4** Pupils and staff have developed a pupil friendly version of this policy, which is regularly reviewed.

## **Monitoring and review**

**8.1** This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

**8.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. A safeguarding pupils report, which includes incidents of bullying, is presented to the Chair of Governors annually, and this is reported to the Governing Body. Any bullying incidents are reported to the Governing Body.

**8.3** This policy will be reviewed in two years, or earlier if necessary

**Signed:**

**Date:**

This policy was reviewed in January 2013 following classroom discussions between pupils and staff during Anti-Bullying Week November 2012. A pupil friendly version of this policy was developed at this time and is attached.