



Date: March 24

Ratified: March 24

Review Date: March 26

St. Giles' Church of England Primary School (VA)

'Learn, Grow and Flourish'

Anti-Bullying Policy

Wendy Wing Chair of Governors
Wendy Wing 20/3/24

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Christian Ethos

As a Church of England School, all of our policies take into consideration and reflect the Christian ethos of our school.

1 Introduction

The UNCRC (Article 28) states that 'Everyone within our school has right to be feel safe, valued, protected and to be treated with dignity and respect.' Bullying of any kind is unacceptable in our school.

Bullying: What Is It? Bullying is defined as:

- When a person or group repeatedly causes another person intentional harm or unhappiness.
- Bullying is defined as behaviour that is persistent over time and makes it difficult for the victim to protect oneself.
- Bullying can be homophobic, sexist, racist, or it can draw attention to other distinctions.

Bullying can occur for any number of reasons, such as physical or learning disabilities, age, religion, appearance, or any combination of these.

Bullying is never acceptable and will not be tolerated.

Bullying can take many different forms, however there are four primary categories of bullying:

- Physical bullying, which can take the form of kicking, beating, spitting, or stealing goods or money.
- Verbal bullying including name-calling and insulting others.
- Social bullying, which includes defaming others and ignoring or excluding someone.
- Cyberbullying, which can manifest as offensive or hostile emails, posts on social media sites, texts, or messages on messaging apps like WhatsApp. This also includes sharing or posting offensive or unlicensed photos. We believe that bullying someone by text or email still results in harm and will be dealt with accordingly. We recognise that this is not an exhaustive list.

What bullying is not: It's important to understand that bullying does not extend to occasional arguments, teasing, squabbles with friends, or isolated incidents of physicality between children.

These will be handled in accordance with our policy of conduct. If something is done intentionally multiple times, it is bullying. Occasionally, people disagree, argue and say or do things out of frustration. Even though they are cruel, these sporadic issues are not considered bullying because they do not involve a single victim and are not continuous. It is our collective duty to learn how to handle these circumstances responsibly and to mend relationships when they do occur. Learning how to react to instances of generosity and relationship breakdowns is a crucial aspect of a child's growth. We will go over these topics in our PSHE classes and in-person when needed during the year.

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 including Cyber 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 our school.

3 The Role of the Governors

3.1 The governing body supports the headteacher and Senior Leadership Team (SLT) 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.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher and all staff to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school antibullying strategies.

3.3 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 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 and Deputy Head Teacher

4.1 At St Giles C of E Primary School, our Head Teacher is in charge of discipline throughout the school.

4.2 It is the responsibility of the headteacher and SLT to implement the school antibullying 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 headteacher and SLT report to the governing body about the effectiveness of the anti-bullying policy on request.

4.3 The headteacher and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher and all staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher and or other staff may decide to use assembly or PSHE lessons as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being disciplined.

4.4 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

4.5 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 Teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen and that they are aware of, in their class and in school, in the Incident Book for playtimes, and notify the Headteacher using the Incident Forms stored in the Behaviour File in the Head Teacher's Office.

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

5.3 We keep a Behaviour File in the Head Teacher's office where we record all incidents of bullying. If any adult witnesses an act of bullying, they should record the event in the Behaviour File.

5.4 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, and punishment 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 and the special needs coordinator. We then invite both the children'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 or other support centres. In these extreme circumstances the Head Teacher and SLT will exclude children from the school for bullying offences.

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

5.6 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.

6 The Role of the Parents

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.

6.2 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.

Helpful Organisations

Advisory Centre for Education (ACE) www.ace-ed.org.uk/

Children's Legal Centre www.childrenslegalcentre.com

KIDSCAPE Parents Helpline www.kidscape.org.uk

NSPCC www.nspcc.org.uk

Family Lives www.familylives.org.uk

Youth Access www.youthaccess.org.uk

Bullying Online www.bullying.co.uk

Visit www.thinkyouknow.co.uk for further support on the dangers of technology.

7. Monitoring and Review

7.1 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.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook (Cpoms), and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.