

Saint Thomas' C of E Primary Academy

In Association with:

Manor Multi-Academy Trust



Saint Thomas' C of E Academy Anti-Bullying Policy

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The Governors, staff and children of Saint Thomas' C of E Academy oppose all forms of bullying.

By encouraging respect, politeness and consideration to others whatever their race, age, gender, disability, culture, or religion we aim to develop mutual respect and believe this can prevent bullying in our academy.

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an academy ethos in which bullying is regarded as unacceptable.

We aim, as an academy, to produce a safe and secure environment where all can learn without anxiety.

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

We aim to make all those connected with the academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our academy.

The role of The Governors

The governors support the Head teacher and staff in all attempts to eliminate bullying from our academy. This policy statement makes it very clear that the governors do not allow bullying to take place in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors monitors the incidents of bullying that occur, and review the effectiveness of the academy 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 academy anti-bullying strategies.

The governors respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governors notify the Headteacher and ask him/her to conduct an investigation into the case and report back to a representative of the Governors Board.

The role of the Head of School

It is the responsibility of the Headteacher to implement the academy anti-bullying strategy and ensure that all staff, both teaching and non-teaching, are aware of the academy policy and know how to deal with incidents of bullying. The Headteacher reports to the governors about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy. The Headteacher ensures the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil has sanctions in school.

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

The Headteacher sets the academy 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 academy, bullying is far less likely to be part of their behaviour.

The Headteacher will respond immediately to any concerns raised by parents/children.

The Headteacher will arrange a review meeting with parents within 2 days.

The role of the teacher

Teachers in our academy 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 academy. Any bullying incidents reported outside of school or online are responded to and sanctioned accordingly.

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.

We record all incidents of bullying that occur on a specifically designed database to identify victims, perpetrators, witnesses and bystanders. Bystander apathy is not accepted and sanctioned accordingly. Each term the analysis of this data is used to prioritise support for children.

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 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 and the special needs co-ordinator. We then invite the child's parents into the academy to discuss and prepare a personalised behaviour plan.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may refer to other professional such as an Educational Psychologist, Strengthening Families Worker or open and Early Help Assessment (EHA).

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

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 or the Assistant Headteacher immediately.

Parents have a responsibility to support the academy's anti-bullying policy and to actively encourage their child to be a positive member of the academy.

All adults and stakeholder are expected to use non-aggressive ways of communicating and as role models demonstrate assertiveness skills for dealing with bullying. For example if a child is teased or subjected to banter then they are taught to apply the assertive language of 'stop' or 'no' to prevent any further upset.

Strategies to deal with bullying

All children will be encouraged to follow the academy motto 'Empower and Entrust', the school's Top 10 Values and to report incidents of bullying to a member of staff straight away.

Children are given regular reminders of the school motto and values by staff in daily reflective behaviour sessions and school assemblies.

There will be a yearly distribution of the Academy Expectations to all staff, children and parents, which will include the academy's motto.

Lessons on anti-bullying are included in the school's curriculum and covered in assemblies throughout the year to inform children of the school's priorities in and outside of school.

For *Online safety (cyber-bullying)* please refer to the Online Safety Policy and Safeguarding Policy.

Play time and Lunch time

Regular discussions with Pupil Leaders and completion of questionnaires to parents and children, most bullying seems to take place at lunch-time and play time.

The following strategies are to be put in place after consultation with staff, children, parents and lunch- time supervisors.

Play Time Strategies

Staff on duty to walk around the playground closely watching all children.

Children should tell the member of staff if they have a problem straight away.

Staff on duty must deal with the situation straight away by listening to and talking to, the victim, the bully, witnesses and bystanders.

Children who are involved in aggressive, physical or verbal behaviour must be referred to a member of staff to be sanctioned and counselled. The child's name should be entered on a lunchtime behaviour report book along with the staff members name on duty who dealt with the incident. The staff member will also record this in the behavioural log for tracking.

The child should be asked to explanation of his/her actions and where applicable write a letter of apology, this should be followed by the child copying out and learning the academy expectations. Once completed further counselling will follow to identify correct and appropriate behaviour.

The lunchtime supervisor must inform the child's class teacher so that the child's behaviour can be discussed during reflection time and all parties supported.

If the child's repeatedly bullies other children/adults then the child's parents will need to attend a formal meeting with the Headteacher- to discuss the behaviour of their child.

All staff are expected to be vigilant at break time and lunch -time. This includes checking toilets, quiet areas and monitoring children who may appear quiet or withdrawn. All staff and stakeholders have a duty of care towards children, staff and parents.

There must be a member of staff in school during the dinner or break time to supervise the movement of children through the cloakroom areas, corridors and to check and monitor the toilets.

Positive strategies to encourage self-discipline and respect for others

Keeping the playgrounds marked with zones to give the children enjoyable active experiences and to encourage them to play together.

Purchase and maintain small games equipment, e.g. skipping ropes, bean bags, hoops, for use on the playground. Misuse will result in non-participation.

Staff to demonstrate how to use equipment and ways in which it can be utilised.

Quiet areas exist on the playground for children to reflect and have quiet time if they wish to.

Children to ask permission to visit the toilet - reducing numbers in and out.

Sports/ activity areas to be closely supervised and maintained on both J playgrounds, with clear boundaries within which play must be confined.

Provision of play equipment for use in play areas at break- time and lunch-time.

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 examining the academy's anti-bullying logbook, and by discussion with the Headteacher. The governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.