

**Christ Church CE School
Anti-bullying Policy
Spring 2016**



Christ Church
CE Primary School
Regents Park
NW1 4BD

Christ Church C of E Primary School
Anti-bullying Policy

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Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School

Anti-bullying Policy

Date of policy: Spring 2016

Review date: Spring 2018

INTRODUCTION

At Christ Church we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We do recognise that bullying may occur in the school at some time. However, we aim to promote good behaviour and make it clear that bullying, abuse or harassment of any kind will not be tolerated.

It is a government requirement that all schools have an anti-bullying policy. This policy, and the practices outlined within, reflect the guidance set out by the DfES (2002) documents entitled 'Don't Suffer in Silence' and 'Bullying - A Charter for Action' and reflect the guidance and the principles enshrined in '*Every Child Matters*'.

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, as a school, to:

- Produce a safe and secure environment where all can learn without anxiety
- Ensure measures are in place to reduce the likelihood of bullying
- Ensure pupils and parents understand what bullying is
- Ensure pupils feel safe enough to report incidents of bullying concerning themselves or others
- Ensure we support and guide the perpetrators of bullying, so that they understand the implications of their actions
- Ensure that staff feel supported in dealing with incidents of bullying
- Ensure that all adults feel safe in discussing bullying by other adults in the school community. Action is always taken to deal with this.

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.

DEFINITION OF BULLYING

The Anti-Bullying Alliance defines bullying as "the repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power".

Bullying can occur through several types of anti-social behaviour, falling under two main categories: Direct and Indirect.

Direct forms of bullying

1. **Physical bullying** - a child being physically hit, punched, kicked, spat at etc.
2. **Verbal bullying** - a child being verbally abused. This may take the form of name-calling, and can be directed towards gender, ethnic origin, physical/social disability, personality and appearance, and can also include homophobic remarks. Verbal bullying may also include the threat of physical violence.
3. **Damage to property or theft** - pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Indirect forms of bullying

1. **Exclusion** - a child can be bullied simply by being excluded from discussions/activities

CURRICULUM COVERAGE OF THE TOPIC OF BULLYING

The topic of bullying is directly discussed in designated PSHCE lessons as outlined in the Camden scheme of work.

Bullying will also be addressed during Literacy, Story Time and Circle Time sessions, as well as during assemblies.

The school runs a yearly 'Anti-Bullying Week' in support of the national initiative on bullying prevention. During this time the PSHCE subject leader will provide teaching staff with a resource pack of activities to use in order to deliver our anti-bullying curriculum. These resources directly address the topic of bullying, but also put heavy emphasis on the promotion of friendship and kind acts.

Resources

- Camden PSHCE Scheme of Work (EYFS - Year 6)
- SEAL kit
- PSHCE resource boxes marked 'Social Skills and Communication' and 'Teaching Resources and Related Materials' in the resource room.

ROLES AND RESPONSIBILITIES

The role of governors

- 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.
- 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.
- 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 days to any 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.

The role of the headteacher

- 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.
- 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.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 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.

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers will record incidents that happen in their class. If an incident occurs between class members in the classroom then the teacher will deal with this situation immediately, offering support to the victim and sanction to the perpetrator.
- If teachers or support staff witness an act of bullying or anti-social behaviour in the playground or classroom they will write this up on a 'Behaviour and Incidents Record Sheet' and will notify the class teacher, who will then either investigate it themselves or refer it to the senior leadership team. Once the incident has been dealt with through to conclusion, the Record Sheet is then filed in the 'Behaviour and Incidents Record File' kept in the deputy's office. This is monitored regularly by SLT.
- Teachers and support staff do all they can to support both the child who is being bullied and also the perpetrator of the bullying behaviour. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.
- If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher will inform the child's parents or carers.

- If a child is repeatedly involved in bullying, class teachers will inform the headteacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Good behaviour will be praised by all staff and rewarded in line with the behaviour policy in order to create a positive atmosphere.

The role of parents and carers

- Parents and carers 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.
- Parents should contact the headteacher if they feel the situation has not been dealt with effectively.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on informing someone.
- Pupils should inform an adult if they witness an incident of bullying.
- Pupils are invited to tell us their views on bullying in the school during School Council Surveys and as part of the school's 'pupil voice' facility.

MONITORING AND REVIEW

The anti-bullying policy is the governors' responsibility, and they review its effectiveness every two years. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.