**BATHFORD CHURCH SCHOOL**

**Anti-Bullying Policy 2020 – 2021**

**Bullying:** Bullying is the wilful, conscious and persistent desire to hurt, threaten or frighten someone. It can be physical, verbal or mental in nature and can take many forms, such as cyber bullying or through social media. It can include the deliberate isolation or exclusion of an individual for a range of reasons: racial, disability, jealousy, personality, or friendship issues. There may be occasions when bullying takes place sub-consciously.

Low-level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed as ‘banter’, it can lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable.

**Rationale:** it is a basic entitlement of all children that they receive their education free from humiliation, fear and abuse. It is the responsibility of the school to ensure that every child’s education takes place in an atmosphere that is caring and protective.

**Aims:**

1. To create a secure and safe environment for pupils who are in our care so that parents may send their children to school confident in the knowledge that they will be protected from bullies.

2. To convey to everyone - pupils, parents and all staff - that bullying will not be tolerated in any shape or form.

3. To support the victims of bullying and reassure them that their fears will be taken seriously and the problem solved.

4. To educate the ‘bully’ or ‘bullies’ by showing them that they can interact with others in a positive way rather than in confrontational or competitive ways.

5. To educate children about what it means to be a bystander and how [bystanders](https://www.stopbullying.gov/sites/default/files/2018-08/Bystander-Factsheet.pdf) have the potential to make a positive difference in a bullying situation by becoming an upstander. An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

6.. To reward positive and co-operative behaviour.

7. To understand the victim’s viewpoint, and to seek to empower that individual to cope with any future situations.

8. To apply the same aims to cyber-bullying.

# Desired Outcomes:

1. A secure and safe environment for the pupils in our care.

2. A whole school awareness that bullying will not be tolerated.

3. Pupils experiencing bullying feel assured and confident that they will be listened to and that appropriate measures will be taken to deal with the problem.

4. Pupils who do not feel the need to dominate others in confrontational or aggressive ways.

5. Children who appreciate that the rewards of non-aggressive behaviour can lead to enhanced learning and well-being.

6. Children who feel empowered to make a positive difference in a bullying situation by becoming an upstander.

# Procedures:

1. Staff should listen carefully to any concerns and report all incidents to the Headteacher.
2. When someone is being bullied or in distress, staff must take action. This action will include informing another member of staff. To do nothing endorses the bullying.
3. Class Circle Time should be used to bring issues to the attention of the class. The SEAL Programme is one source that provides a comprehensive resource for PSHE and Anti-bullying work.
4. Year 6 peer mediators are trained and used in the playground to support issues as they may arise at playtime, which will then be reported back to class teachers.
5. The Headteacher will meet with the bullied child and meet with the bully/bullies/spectators. The Headteacher will elicit from the victim what has happened and how they are feeling as a result of the incident(s).
6. Bullies/spectators are invited to a separate meeting. Depending upon the nature of the incident and how the bullied child feels, the bullied child may be present at this meeting. The tone set is not punitive but ‘how can we solve the problem?’
7. The Headteacher will explain that the bullied child is unhappy and will list the symptoms; this needs to be done sensitively and with empathy.
8. The Headteacher will then ask for ideas as to how we can stop the bullied child from feeling so unhappy. The responses may be written down.
9. The Headteacher will summarise the ‘action plan’. Everyone present agrees to the action plan.
10. A further meeting will be arranged for the bullied child to report on any improvements or further problems. If there has been a successful resolution, everyone will be thanked for solving the problem. If the problem has not been resolved, a further action plan will be drawn up after further analysis of the problem. If the problem continues, parents will be consulted.

**Guidelines: for Teachers/School Meals Assistants/General Assistants.**

1. Watch for early signs of distress in children: deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

2. Listen carefully and record all incidents.

3. Report all incidents to the Headteacher.

**Guidelines: for Pupils.**

1. When someone is being bullied or in distress, do something. Watching and doing nothing can suggest support for the bullying.

2. If you do not feel comfortable speaking up you can still take action by telling an adult immediately.

3. Try to find ways of encouraging positive and non-aggressive behaviour – e.g. including others in your group when they behave appropriately.

**Guidelines: for Parents.**

1. Watch for signs of distress. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.

2. Take an active interest in your child’s social life. Discuss friendships, how playtime is spent and the journey to and from school (if unaccompanied).

3. Inform school immediately if you think your child is being bullied.

# Link with other policies

Our Anti-bullying Policy should be understood as part of the overall strategy of Bathford Church School and put into practice within the context of our Vision, ‘Grow, Care, Serve, Share’, with a particular focus on the promotion of equality.

This policy should be read with reference to the Bath and Wells Multi Academy Trust, ‘Exclusions Guidelines’ and in conjunction with the following school/ documents:

* Behaviour Policy
* Use of Social Media Policy
* Keeping Children Safe in Education 2018
* Disciplinary policy and procedures
* Equal opportunity policy
* Code of conduct
* Guidance for Safer Working Practice for Adults who Work with Children and Young People

To be reviewed: Spring 2021