



BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10



## Bathford Church School Anti-Bullying Policy

**Policy Name:** Anti Bullying Policy

**Policy type:** Statutory

**Prepared by:** Headteacher

**Date:** September 2021

**Approved by:** Bathford Church School Governing  
Committee

**Date:** 28 September 2021

**Last reviewed:**  
September 2023

**Next review due  
by:** September  
2024

# BATHFORD CHURCH SCHOOL



## **Bullying behaviour:**

At our school, we do not accept bullying behaviour. Bullying behaviour is repeated, negative behaviour intended to make other people feel upset, uncomfortable or unsafe. It can be verbal, physical or indirect and can include using technology to upset others.

**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 bullying behaviour.
2. To convey to everyone - pupils, parents and all staff that bullying behaviour will not be tolerated in any shape or form.
3. To support the victims of bullying behaviour and reassure them that their fears will be taken seriously and the problem solved.
4. To educate children about the negative impact of bullying behaviour and support children who are exhibiting these behaviours to interact with others in a positive way. We understand that behaviour is a communicator of emotion and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively.
5. To help children take control of their behaviour and be responsible for the consequences of it.
6. To educate children about what it means to be a bystander and how bystanders have the potential to make a positive difference in a bullying behaviour situation by becoming an upstander. An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying behaviour.
7. To build a community where pupils behave with consistently high levels of respect, kindness and empathy for others.
8. To build a community where children play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

## **Desired Outcomes:**

1. A secure and safe environment for the pupils in our care.
2. A community where pupils behave with consistently high levels of respect, kindness and empathy for others.
3. A community where children play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
4. Children experiencing bullying behaviour feel assured and confident that they will be listened to and that appropriate measures will be taken to deal with the problem.
5. Children who feel empowered to make a positive difference in a bullying behaviour situation by becoming an upstander.

## **Procedures:**

- If parents feel concerned that their child is experiencing bullying behaviour at school, they should share their concerns immediately with the class teacher. A parent's guide to Anti Bullying PDF is available to help parents understand whether behaviour is bullying behaviour.
- The class teacher should listen carefully to any concerns and report these concerns to the Headteacher (HT) or Deputy Headteacher(DHT). Together, the class teacher and HT/DHT will create the most appropriate plan of action. This may include an initial period of confidential monitoring by all staff, including at playtime, to observe behaviour with any incidents recorded on CPOMS. It may also include meeting individually with the children involved in order to find out what has happened and how they are feeling.

- If staff feel concerned that someone might be experiencing bullying behaviour or in distress, they must take action. This action will include informing the class teacher as well as recording any incidents on CPOMs. To do nothing endorses the bullying behaviour.
- If there is bullying behaviour, the HT/DHT will meet with the child who is experiencing bullying behaviour and also meet with those carrying out the behaviour.
- The HT/DHT will sensitively elicit from the victim what has happened and how they are feeling as a result of the incident(s). Some questions might include: What happened? What did you do and how did you feel at the time? How do you feel now? What would you like the other child to do differently?
- The child/ren displaying bullying behaviour are invited to a separate meeting. The HT/DHT will explain that the child who has experienced bullying behaviour is unhappy and will list the symptoms. The HT/DHT will encourage the child to reflect on the behaviour using age-appropriate restorative questions to structure their thinking and to support them in learning from mistakes and making appropriate changes to their behaviour. Some questions might include: What happened? What were you thinking at the time? What have you thought since? How did this make other people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?
- The HT/DHT will then ask for ideas as to how we can stop the child who has experienced bullying behaviour from feeling so unhappy. The responses may be written down.
- The HT/DHT will summarise the 'action plan' and everyone present agrees to the action plan.
- The action plan will also be shared with the child who has experienced the bullying behaviour so they are aware of the agreed actions to improve the situation.
- Parents of all parties will be informed
- The Discovery Education Health and Relationships programme is one resource that provides a comprehensive resource for PSHE and Anti-bullying behaviour work and class circle time can also be used to support whole class learning.
- A confidential monitoring brief will be sent to all relevant staff to ensure that any further incidents are recorded.
- In some cases it may be beneficial to plan a daily check in with the victim to check on emotional wellbeing and to ensure that any further incidents are reported and actioned.
- A further meeting will be arranged for the child who has experienced bullying behaviour 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 school staff**

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 behaviour.
2. Listen carefully and record all incidents.
3. Report all incidents as outlined above.

#### **Guidelines: for children**

1. If you are experiencing bullying behaviour, tell a trusted adult straight away.
2. When someone is showing bullying behaviour do something. Watching and doing nothing can suggest support for the bullying behaviour.
3. If you do not feel comfortable speaking up you can still take action by telling an adult immediately.
4. 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. If your child shares that they have experienced this behaviour, focus on acknowledging how they feel. Try to remain calm and positive e.g. 'We will get through this together' or 'We will support you through this'.
2. Find out all the facts. Use active listening, approach conversations with an open mind and try not to ask leading questions. Instead, encourage your child to tell you what has been happening in their own words. Bullying behaviour is repeated, negative behaviour intended to make other people feel upset, uncomfortable or unsafe. It can be verbal, physical or indirect and can include using technology to upset others. Consider whether what your child is experiencing is bullying behaviour.

3. Watch for signs of distress. • Isolation from social groups or gatherings • Changes in personality (quieter or acting out for attention) • Fall in school grades • Defensive body language • Stopped doing activities they enjoy • Regularly truants from school • Does not want to go to school • Being upset before or after school • Being secretive and hiding their phone or other devices Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying behaviour.
3. Inform school immediately if you think your child is experiencing bullying behaviour.

### **Link with other policies**

Our Anti-bullying behaviour 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 2022
- Disciplinary policy and procedures
- Equalities Policy
- Code of conduct
- Guidance for Safer Working Practice for Adults who Work with Children and Young People

To be reviewed: September 2024