



## Anti-Bullying Policy

### 1 Introduction

- 1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).
- 1.3 The primary strategy SEAL (social and emotional aspects of learning) materials indicate that there are three key characteristics of bullying:
1. **Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
  2. **Bullying is deliberate and often premeditated.**
  3. **Bullying is unequal – it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

### 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 is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 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, (through participation in events like anti-bullying week) and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### 3 The role of the Local Governing Bodies (LGB)

- 3.1 The governing bodies support the Head of School and SLT in all attempts to eliminate bullying from our schools. The Local Governing Bodies will not condone any bullying at all in our schools, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governors require the Head of School 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. If the bullying involves a racial element this information is included on the termly return to Croydon LA.

- 3.3** A parent who is dissatisfied with the way their child's school has dealt with a bullying incident can ask the chair of the Local Governing Body to look into the matter. In all cases the LGB notifies the Head of School, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Local Governing Body. If a parent is unsatisfied with the response they should consult the Trust's complaints procedure which is available from the school office or on the Trust's website.

## **4 The role of the Head of School**

- 4.1** It is the responsibility of the Head of School to implement the Trust's anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the policy, and know how to identify and deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request and may include detail in their Head of School report.
- 4.2** The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy Trust. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School 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. Anti bullying week in the last week in November is a scheduled opportunity to explore this problem and is part of the school's work in SEAL (social and emotional aspects of learning).
- 4.3** The Head of School ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

## **5 The role of the teacher and support staff**

- 5.1** All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2** Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school in class incident books. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head of School. Teachers and support staff 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 Head of School, the teacher informs the child's parents.
- 5.4** When any bullying taking place between members of a class the teacher will 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head of School and the special needs coordinator. We then invite the child's parents into the school to discuss the situation and sometime facilitate meetings between the parents of both children involved. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies, such as the social services.

- 5.6** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use circle time, 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.

## **6 The role of 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. If they are not satisfied with the response, they should contact the Head of School. If they remain dissatisfied, they should follow the school's complaints procedure – detailed on the Trust's website.
- 6.2** Parents have a responsibility to support the Trust's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of pupils**

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in annual pupil questionnaire at all of our schools.
- 7.3** Our school councils work on various anti-bullying initiatives as appropriate and class members know that they can speak to members of the council who may be able to act as a 'buddy' in remedying the particular situation.

## **8 Monitoring and review**

- 8.1** This policy is monitored on a day-to-day basis by the Head of School, who reports to governors on request about the effectiveness of the policy.
- 8.2** This anti-bullying policy is the responsibility of the Directors of The Pegasus Academy Trust, and they require the LGBs to report on its effectiveness and make recommendations for review if necessary. Designated members of LGBs may, if instructed to do so, examine the school's 'meetings with parents' file (or 'bully book'), where incidents of bullying are recorded that have been brought to the Head of School's attention are logged. Governors might 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.
- 8.3** This policy will be reviewed as required and detailed above

**Signed:**

**Date:**