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BUGLAWTON PRIMARY SCHOOL

Be the Best We Can

Anti-Bullying Policy

Member of staff responsible: Miss R McAvoy
Date approved by Governing body: Autumn term 2023
Review Date: Autumn term 2025

1 Introduction

At Buglawton Primary School, Bullying is defined as **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be **physical, verbal** or **psychological**. It can happen face-to-face or online. Our process of identifying bullying is the following: the first instance of intentional harm will be deemed as an **Accident**, the second instance will be deemed as a **Coincidence** but further instances will be identified as **Bullying (A-C-B)**.

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. The school will make everyone aware that the school values and cares for every child.
- 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, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5 We aim to ensure that everyone involved with the children is sensitive to, and endeavours to ascertain whether an incident is true 'bullying' or a case of a dispute or a falling-out with friends. This will be done through pupils being informed of the school's ACB approach: **Accident, Coincidence, Bullying**.
- 2.6 We have an anti-bullying policy in place. Children with Special Educational Needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds

that can protect against bullying. At Buglawton Primary School we take a whole school approach to deal with bullying related to SEN and disability to ensure that all pupils, including the most vulnerable, feel safe and secure in our environment.

3. The role of Governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school and requires that any incidents of bullying that do occur are taken seriously and dealt with appropriately.
- 3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the Headteacher to report to the governors, on request, about the effectiveness of school anti-bullying strategies. A yearly report will be given to the Full Governing Body on any incidents of bullying.
- 3.3 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 them to investigate the case and to report back to a representative of the governing body.

4. The role of the Headteacher

- 4.1 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 deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 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 assembly as a forum in which to discuss with other children why this behaviour was wrong and the appropriate manner to deal with this behaviour.
- 4.3 The Headteacher ensures that all staff are equipped to deal with incidents of bullying.
- 4.4 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.

5. The role of the teaching staff

- 5.1 Teaching staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and at playtimes and lunch times. Teaching staff are made aware of any other incidents in school during Staff Briefings and Staff Meetings.
- 5.2 If teaching staff 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 teaching staff informs the child's parents.
- 5.3 If teaching staff become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying and a consequence in line with the school behaviour policy to the pupil who has carried out the bullying. Teaching staff spend time talking to the child who has bullied, explaining why the action was wrong, and endeavour to help the child change their behaviour in future.
- 5.4 If a child is repeatedly involved in bullying other children, the teaching staff inform the Headteacher and the special needs coordinator. They may then invite the child's parents into the school to discuss the situation. In more extreme cases, when initial discussions have proven ineffective, the Headteacher may consider contacting external support agencies.
- 5.5 In addition to the above there is a range of steps that the school may instigate - see Appendix 1.

5.6 Teaching staff attempt to support all children in their class and to establish a climate of trust and respect for all. By positive strategies of praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.7 Teaching staff will attend INSET related to issues raised regarding bullying and behaviour management.

6. The role of parents

6.1 Parents need to support the anti-bullying policy's principle that bullying is not falling out with friends; bullying is the repeated intentional hurt towards another person.

6.2 Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

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

6.4 Parents have a responsibility to ensure that their child is aware that they will not tolerate bullying behaviour and, if necessary, they will be ready to support the school with regard to appropriate punishment etc.

6.5 Both school and home need to ensure that a child is aware that if he/she feels he/she is being bullied, they can share the problem with someone in authority.

6.6 It is important for parents to appreciate that dealings with children on these matters must be in private and not in public.

6.7 Parents need to understand that the school will speak to the parents of other children involved and that confronting other parents is not acceptable.

7. The role of the child

7.1 Children must be reminded that if they feel that they are being bullied they MUST tell someone in school immediately and not wait until they go home.

7.2 Children need to be helped to understand the difference between 'telling tales' and speaking up for themselves.

7.3 Children will be given opportunities (circle time/ class time / worry boxes) to share their concerns with staff.

7.4 Children will use the school's A-C-B approach to identifying what bullying is.

8. Monitoring and review

8.1 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.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy should be read alongside the following:

Equality Policy

Behaviour and Discipline Policy

Safeguarding

Health and Safety

Signed: Miss A Kennerley:

Headteacher

Signed: Mr G Hayes:

Chair of Governor

APPENDIX 1 - Steps that may be taken by School Staff (these are not in any specific order)

- take the incident or report seriously and make initial enquiries
- discuss with the classteacher and or the headteacher
- take action as quickly as possible
- explore all aspects, hear what 'the bully/bullies' have to say
- decide whether the enquiry needs to be in 'private' or widened to involve other children / classes
- reassure the victim(s), do not make them feel inadequate or foolish, try to take the fear away
- offer concrete help, advice and support to the victim(s)
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- host a restorative conversation with all parties to discuss the problem and try to reach an understanding of the way forward
- explain clearly to both sides any consequence in line with the school's behaviour policy
- explain that there will be some strategies put in place to monitor the situation
- remind all parties that any repetition will be dealt with immediately
- remind all parties of the attitude of the school towards the incident/s
- the teaching staff with the headteacher may inform both sets of parents calmly and concisely; reassure both sets of parents that the incident has been noted and that the situation will be monitored.

Final steps:

- Do make sure that, although the incident does not live on through reminders from you, you do continue to monitor the situation.
- Early intervention could prevent a future occurrence.