



Draycott & Rodney Stoke C of E First School

Together, We Flourish and Grow

Anti-Bullying Policy



This policy will be reviewed by the Local Partnership Board every 2 years.

Date Agreed: September 2025

Review Date: September 2027

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Introduction

Definition of bullying

Bullying is defined by the DfE as: *'Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally'*

Bullying can include: Name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites), Social Networking sites and Instant Messenger, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful rumours.

Forms of bullying covered by this policy

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying of young carers or children in care or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

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. Our school vision clearly reflects the ethos we strive for 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.

Underpinned by a Christian ethos, Draycott and Rodney Stoke Church of England First School is a nurturing environment where children flourish academically, spiritually and socially. Children are resilient, independent, valued learners who engage with our local and wider communities as respectful and confident young people.

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These measures include: Daily and weekly rewards through certificates, such as Learning Star, Headteachers Award, Learning Skills award, Christian Values Award and Celebration Worship which encourage positive choices and actions. Our curriculum and PSHE lessons also teach appropriate behaviours through robust discussions in circle time and our emotional literacy sessions. Our school rules and behaviour traffic light flow-chart chart also means there are clear and understandable rewards and sanctions for the children to understand and respond to. Our restorative approach to managing behaviour means the emphasis is on children being able to try again, to get it right this time. **It is the behaviour which is disapproved of, not the child.**

To support pupils and their families in seeking independent advice we also publish details of helplines and websites on notes to parents/carers and on our website. Through this policy we also 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.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Role of Partners

The partnership body:

Supports the headteacher in all attempts to eliminate bullying from our school.

The partnership body will not condone any bullying at all in our school, and any incidents that do occur will be taken very seriously, and dealt with appropriately.

Requires the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request and before each review of this policy, 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, in accordance with the complaints policy.



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 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 and before each review of this policy.

Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws attention to this fact at suitable moments.

Ensures that children are aware of what steps to take if they are being bullied (see role of pupils).

Ensures all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

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 a 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 use the school behaviour forms and records in the headteachers office of all incidents that happen in their class, and that they are aware of in the school.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher.
- Teachers and support staff do all they can to support the child who is being bullied.
- Support staff ensure any incidents they witness are reported to class teachers. • All records are brought to teacher/SENCO meetings.
- If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

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- When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the child who has carried out the bullying, explaining to them why his/her action was wrong and how they should change their behaviour in future.
- If a child is repeatedly involved in bullying, the headteacher is informed and the SENDCo. If this persists we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where the initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- All members of staff attend training as appropriate, which equips them to identify bullying and to follow the school policy and procedures with regard to behaviour management.
- The Behaviour for Learning Policy should be referred to for further details.

Teachers use a range of restorative methods to help prevent bullying and to establish a climate of trust and respect for all. The aim of the restorative justice approach is to facilitate communication and dialogue which restores and promotes reconciliation. 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.

Children have access to the pupil version of the anti-bullying policy which is used by teachers as part of our anti-bullying awareness provision (see appendix 1). We also have our School Rules (see appendix 2). Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

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 headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to become a positive member of the school.

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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 letting people know.

Pupils are taught a three step rule:

Step 1- Ask the person to stop,

Step2- Walk away

Step 3- Tell an adult.

Pupils are invited to tell us their views about a range of issues, including bullying in the annual pupil questionnaire. We have special occasions such as assemblies, lessons and questionnaires when pupils are invited to tell us their views about bullying.

Monitoring and Review

This policy is monitored on a day- to- day basis by the headteacher, who reports to the Local Partners on request about the effectiveness of the policy.

The anti-bullying policy is the Local Partnership Board's responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying log book, where incidents of bullying are recorded, and by discussion with the headteacher. Partners analyse the 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.



Appendix 1:

NO BULLYING ALLOWED!

Be Kind. Be Safe. Be a Friend!



WHAT IS BULLYING?

Bullying is when someone keeps hurting or upsetting another person on purpose.

It can be:

- Using mean words or name-calling
- Hitting, kicking, or pushing
- Leaving someone out on purpose
- Spreading lies
- Sending unkind messages

WHAT SHOULD I DO?

IF SOMEONE IS BULLYING YOU:

- Tell them to STOP (if you feel safe)
- Walk away
- Tell an adult right away

IF YOU SEE SOMEONE BEING BULLIED:

- Be a kind friend
- Don't join in
- Tell a teacher or adult

AT OUR SCHOOL, WE:

- Use kind words
- Include everyone
- Listen to others
- Help each other
- Tell an adult if someone is being hurt

LET'S MAKE OUR SCHOOL A BULLY-FREE ZONE!

Everyone has the right to feel safe and happy.

Appendix 2:

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Our School Rules

- We listen and respect others' views
- We work hard
- We are honest and show responsibility
- We look after property
- We are kind and helpful
- We are gentle

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