



POLICY FOR ANTI-BULLYING

The Comenius Trust have approved this policy for use in all schools within the MAT.

1. Introduction

This document is a statement of the aims, principles and strategies for the provision of Anti-Bullying at schools within the Comenius Trust. It has been developed through a process of consultation with teaching staff and approved by the Trust Directors. This policy will be reviewed as and when necessary.

In addition to this policy please refer to the following policies: • Behaviour • Equality • Citizenship • Safeguarding

2. Aims and Objectives of Policy

Our Anti-Bullying Statement defines bullying as *“a deliberate and repeated action which hurts, frightens and/or threatens by word or deed.”*

We aim to ensure that :

1. all pupils have respect for, and understanding of, the feelings and needs of other pupils so that incidents of bullying are avoided in the first place
2. any incidents of bullying that do occur are identified and reported as soon as possible
3. we respond promptly and appropriately
4. the victim feels a sense of resolution and closure
5. the perpetrator understands the impact of their actions and addresses their behaviour and its causes
6. such behaviour is avoided in the future

3. Main Body of Policy

1. We ensure that all pupils have respect for, and understanding of, the feelings and needs of other pupils so that incidents of bullying are avoided in the first place by

- having a programme of assemblies based on instilling the Christian Values
- regular class circle times where children can express the feelings in a safe and supportive environment
- following the SEAL (Social and Emotional Aspects of Learning) programme
- actively embracing Anti-Bullying Week

This means that pupils will be taught:

- to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- to realise the consequences of anti-social and aggressive behaviours, such as bullying, on individuals and communities
- to reflect on spiritual, moral, and cultural issues, using drama, role play and imagination to understand other people's experiences
- to consider the different ways in which people can have power over others
- to explore why people use bullying behaviour using a range of strategies to support them - empathy and responsibility will remain the key themes
- to resolve differences by looking at alternatives, making decisions, and explaining choices
- to recognise different risks in different situations and then deciding how to behave responsibly
- that pressure to behave in an unacceptable or risky way can come from a variety of sources,

including people they know

- how to ask for help and use basic techniques for resisting pressure to do wrong
- that their actions affect themselves and others
- to care about other people's feelings and to try to see things from their points of view
- to realise the nature and consequences of teasing, bullying, and aggressive behaviours and how to respond to them and ask for help
- to recognise and challenge stereotypes

2. We ensure that any incidents of bullying that do occur are identified and reported as soon as possible by:

- teaching pupils what acceptable and unacceptable behaviour is and having charts of these displayed in classes and around the school
- teaching pupils the definition of bullying (see 1)
- clearly identifying to pupils who they can tell if they are subjected to, have knowledge of, or are witness to any kind of bullying – this is usually their class teacher but can be any adult in school
- encouraging parents to share with the school any worries they have concerning bullying and that they know who to speak to. In the first instance, this is their child's class teacher. The next stage would be the Year Group Leader, followed by the Assistant Headteacher, then Deputy Headteacher and Headteacher.

3. We respond promptly and appropriately by:

- training staff how to record and pass on such disclosures appropriately according to the 'Procedure for Dealing with Incidents'
- investigating incidents on same day if at all possible, otherwise, the subsequent school day
- following the 'Behaviour Policy' and if in the unlikely event of continued bullying, adhering the 'Staged Discipline Procedure' whilst treating each case individually and without prejudice
- allowing all parties to have their say and by speaking to potential witnesses
- informing parents of the victim and perpetrator on the same day if at all possible, otherwise, the following school day

4. We ensure the victim feels a sense of resolution and closure by:

- insisting that a written or verbal apology is made
- investigating matters fully (usually by a member of the SMT) on the same day that they are reported
- making 'follow up' contact around a week later (as per the 'Procedure for Dealing with Incidents') performed by the staff member who investigated the incident
- providing emotional support as necessary

5. We ensure the perpetrator understands the impact of their actions and addresses their behaviour and its causes by:

- reminding them of the teaching in this area, outlined in point 1.
- communicating with their parents so that all parties are addressing the causes of the behaviour together
- applying discipline according to the 'Staged Discipline Procedure'
- insisting that apologies are made
- providing emotional support as necessary

6. Such behaviour is avoided in the future by:

- maintaining communication channels with parents so that there is synergy between all parties
- informing all staff including SMSAs to be particularly vigilant of both parties at playtimes
- logging the incidents in the back of class planners so that patterns of behaviour can be easily observed
- making 'follow up' contact with all parties at relevant intervals

4. Publication of Information

This is not a confidential document and may be viewed on the schools' and trust's website.

5. Review of Policy

Every 4 years