

# Tas Valley Church Schools Federation

## Anti-Bullying Policy



<b>Formally adopted by the Governing Board of:-</b>	<b>Tas Valley Federation</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Diane Perry-Yates</b>
<b>Last updated:-</b>	

## **Anti-Bullying Policy**

Name of school: Tas Valley Federation  
Date of Policy: Spring 2024  
Date of Review: Spring 2025  
Members of staff Responsible: SLT

### **1 Introduction**

- 1.1 We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a Federation, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.
- 1.2 Bullying is defined as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"
- 1.3 Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.
- 1.4 Bullying can seriously damage a young person's confidence and sense of self-worth and can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying, or witness the bullying, can also experience emotional harm, and the impact on parents and school staff can be significant.
- 1.5 Pupils can experience bullying for a variety of reasons. Specific types of bullying include:
  - bullying related to race, religion or culture;
  - bullying related to ability including SEND;
  - bullying related to appearance or health conditions;
  - bullying related to sexual orientation;
  - bullying of young carers, looked-after children or otherwise related to home circumstances;
  - sexist or sexual bullying.

### **2 Aims and objectives**

- 2.1 Bullying is wrong. By developing an ethos in which bullying is regarded as unacceptable, we do all that we can to prevent it. We aim to provide a safe, secure, welcoming and inclusive school community environment where all can learn without anxiety.
- 2.2 The aims of our anti-bullying strategies and intervention systems are:

- to educate pupils and parents about what bullying is, why it is wrong, and its impact on those concerned;
- to empower pupils and parents to take the necessary steps if they experience bullying themselves, or witness another person being bullied;
- in the event of bullying within school, to prevent, de-escalate any continuation of harmful behaviour;
- to react to bullying incidents in a reasonable, proportionate and consistent way;
- to safeguard those who have experienced bullying and to trigger appropriate sources of support.

2.5 We aim to produce a consistent response to any bullying incidents that may occur within the Federation schools.

2.6 We aim to make all those connected with our schools aware of our opposition to bullying, and to encourage every member of our schools to behave in a considerate way, which recognises and respects the rights of others.

### **3 The Role of Governors**

3.1 Through consultation with the Executive Headteacher, other appropriate members of staff, parents and pupils, our governing board supports the school in all attempts to eliminate bullying.

3.2 Governors require the school to keep accurate records of all incidents of bullying and maintain appropriate data systems to gather information about the effectiveness of the Federation's anti-bullying work.

3.3 The Governing Board has a Complaints Procedure, which sets out the established procedures for dealing with complaints about bullying and all matters relating to the school.

### **4 The Role of the Executive Headteacher**

4.1 The Executive Headteacher will implement the Anti-bullying Policy and ensure that all staff (both teaching and non-teaching) understand how to deal with incidents of bullying.

4.2 The Executive Headteacher is responsible for ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises, and whenever the pupils are engaged in authorised school activities.

4.3 The Executive Headteacher ensures that all staff receive sufficient training to recognise the signs of bullying and are aware of the correct course of action to take if they think a child is being bullied.

4.4 The Executive Headteacher is responsible for ensuring that all incidents of bullying are correctly logged.

4.5 The Executive Headteacher is responsible for reporting to the Governing Board about the measures taken by the school to promote anti-bullying and the effectiveness of procedures in place.

## **5 The Role of Staff**

5.1 All staff will promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring, as far as possible, that pupils are free from bullying and harassment.

5.2 Staff are aware of the importance of modelling positive relationships, and take all forms of bullying seriously, intervening where possible to prevent incidents from taking place.

5.3 All staff must take part in relevant professional development, and be clear about their roles and responsibilities in preventing and responding to bullying.

5.4 Staff will support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Our curriculum is designed to provide pupils with strategies to manage their feelings, both positive and negative, and to support them to maintain healthy, positive relationships with those around them.

4.6 Staff will record all incidents of bullying on CPOMS. This may include communications from parents/carers. The record will be passed to a senior member of staff, and where appropriate, the DSL, or an Alternative DSL. Members of SLT must ensure that all incidents of bullying are correctly logged.

## **6 The Role of the Curriculum**

6.1 We use the curriculum to create effective learning environments in which:

- the contribution of all pupils is valued;
- all pupils can feel secure and are able to contribute appropriately;
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community;
- all forms of bullying and harassment are challenged;
- pupils are supported to develop their social and emotional skills.

6.2 In PSHE lessons, staff explore with children the aspects of individual and group relationships, including raising awareness about bullying. Children are encouraged to approach trusted adults for help when things go wrong in the knowledge that they will be listened to and that action will be taken to support them.

- 6.3 When appropriate, the school will participate in national initiatives to raise awareness and combat bullying, e.g. Anti-Bullying Week.

## **7 The Role of Parents/ Carers**

- 7.1 Parents/carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the child's class teacher.
- 7.2 Parents/carers 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.

## **8 The Role of Pupils**

- 8.1 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.
- 8.2 For pupils who experience bullying, we want them to:
- be heard;
  - know how to report bullying and get help;
  - be confident in the school's ability to deal with the bullying;
  - understand the steps that are taken to help them feel safe again;
  - know how they can get support from others.
- 8.3 We will work with pupils who engage in bullying behaviour to develop their emotional skills and knowledge so they learn to behave in ways that do not cause harm in the future. We will endeavour to teach such children the steps to repair the harm they have caused.

## **9 Code of Practice – The 'No Blame' Approach**

- 9.1 If there is reason to believe that bullying may be taking place, then the Executive Headteacher will be informed and the following steps will be taken:

### Step 1 – talk with the victim

A facilitator and the victim will arrange a meeting to find out who has been involved and how the victim is feeling. No judgements will be made by the facilitator. The parents/carers of the victim will be notified and advice will be given as to how they can support their child.

### Step 2 – Convene a meeting with the children involved to explain the problem

A meeting will be arranged with the children involved at which the victim's feelings will be discussed. No blame will be attributed to any member of the group but it will be indicated that the group can do something to help the victim.  
(This group can include friends of the victim).

### Step 3 – Ask the group members for their ideas

Each member of the group will be encouraged to suggest a way in which they could help the victim to feel happier. Positive responses will be expected but no promises of improved behaviour will be extracted.

### Step 4 – Leave it up to them

The meeting will end with the member of staff passing responsibility to the group to solve the problem. A further meeting will be arranged to see how things are going.

### Step 5 – Meet them again

The member of staff will meet with each child, including the victim, to find out how things have gone. Contact will be maintained with the victim to ensure that things are getting better.

If necessary steps 1-5 may be repeated.

In extreme cases where the above approach does not appear to be working, the Executive Headteacher may apply disciplinary sanctions to the pupil causing the bullying. The Executive may also seek parental support to contact external support agencies.

## **10 Associated Policies**

10.1 This policy should be read in conjunction with the following school policies and procedures:

- Attendance Policy;
- Behaviour Policy;
- Bullying and Harassment Policy (Dignity at Work)
- Complaints Procedure;
- E-Safety Policy;
- Confidentiality Policy;
- Disability Equality Policy;
- Exclusions Policy;
- Gender Equality Policy;
- Health & Safety Policy;
- Race Equality Policy;
- RSE Policy
- Safeguarding & Child Protection Policy;
- Sex Education & Relationships Policy;
- Single Equality Policy;

- Special Educational Needs Policy;
- Staff Code of Conduct;
- Teaching & Learning Policy;
- Whistleblowing Policy.

## **11 Monitoring and Review**

11.1 The governing board reviews this policy annually.