



Anti-bullying Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership which includes the Government's Prevent strategy.

School adoption date:	September 2014
Latest review:	May 2025
Next review:	May 2026

Version control	
March 23 v1	Full review in line with United Against Bullying project
March 24	Reviewed- no changes
May 25	Change Scholarpack>Arbor, added info re Peer Mediation

1. Introduction

1. Bullying is the *repetitive, intentional hurting of one person or group by another person or group, where the relationship involves a balance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

*Where bullying occurs in cyberspace, the 'repetition' definition does not apply.

2. Other policies in school support the protection of our school community and the prevention of bullying. Please refer to the E-Safety Policy, Acceptable Use Policies, Behaviour and Achievement Policy, Child Protection/Safeguarding Policies, PSHE policy and the School Code.
3. It may be a discriminatory incident based upon any of the protected characteristics from the Equality Act 2010 where someone has been discriminated against because of their age, gender, disability, belief, culture, gender identity, sexual orientation, marital status or because they are pregnant.

2. Aims and objectives

1. Bullying is wrong and we do all we can to prevent it. We have developed a school ethos in which bullying is regarded as unacceptable.



2. We aim to create a safe, secure and happy environment where everyone can learn and achieve. We create a respectful culture. We celebrate difference in all. We challenge discriminatory language.
3. This policy ensures a consistent school response to any bullying incidents that may occur.
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.
5. Where bullying is classified under one of the protected characteristics of the Equality Act 2010 it will be recorded as such on Arbor and reported to governors through the Head Teacher's report.
6. This policy aims to provide clarity on whether an incident is classed as bullying, or whether it is a one-off behaviour incident or relational conflict. If an incident is identified as bullying, this policy must be read and followed in full.

3. The role of governors

1. The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
2. The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher 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.
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 Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4. The role of the Head Teacher

1. It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.



2. The Head Teacher ensures that all children and adults know that bullying is wrong and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and what the consequences are for the victim and the bully.
3. The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
4. The Head Teacher 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. Every class discusses and displays the School Code. It is referred to frequently throughout the year and in PSHE lessons.
6. The Head Teacher ensures that all staff are aware of the 'trusted adult' system and ensures that all children are regularly reminded of how to talk to a trusted adult in school. The trusted adult poster is displayed in all rooms and areas of the school.

7. The role of the teacher

1. Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Adults use the definition of bullying and the school Behaviour Policy to respond to incidents that may be classed as bullying. All incidents are recorded electronically using Arbor.
2. If teachers 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 Head Teacher, the teacher informs the child's parents.
3. We record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school that we are made aware of, or witness.
4. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately.
5. We follow a 3-step model when incidents of bullying are identified:
 - STEP 1: Secure the safety of those involved
 - STEP 2: Stop the behaviour re-occurring
 - STEP 3: Reflect and learn



6. Actions for step 1 and 2 may include;
 - talking to the children involved and their parents
 - counselling and support for the victim of the bullying
 - consequences for the child who has carried out the bullying
 - explaining why the action of the child was wrong
 - being clear that the behaviour has to stop
 - support to help the child change their future behaviour
 - restorative approaches
7. If a child is repeatedly involved in bullying other children, we inform the Head Teacher, the Behaviour Co-ordinator and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external agencies for advice or support or refer to Early Help.
8. Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. The Staff Handbook also gives additional guidance.
9. Teachers support all children in their class and to 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.
10. Teachers will make themselves available as a trusted adult to any child in school when asked. The children are taught the key phrase 'you are my trusted adult' and if this is used, the teacher will make suitable arrangements to speak with the child as soon as possible in order to investigate their concerns or worries.

8. The role of parents

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.
2. 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.
3. Parents are aware of the Chad Vale Parent of Conduct and they do not contact other parents or speak to other children directly about any incident.

9. Monitoring and review



1. This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request.
2. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's bullying data and by regular discussions with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

10. Bullying of Adults in School

1. All members of the Chad Vale community are protected by this policy. Where adults working at Chad Vale or parents/carers of children feel they have been bullied by others, they should contact the Head Teacher who will investigate and act.
2. In the case where the bullying is by the Head Teacher, concerned parties should contact the Chair of Governors.

11. Reporting of Bullying

1. All children are encouraged to report bullying to their trusted adult in the first instance. Where it is reported to a trusted adult, notes are taken and the staff member should seek advice from a senior member of staff.
2. Children have an option to report via our school website Anti-Bullying page. By clicking on the 'Report Bullying' button, they can email their concerns. This is picked up by senior staff who will speak with the child and parents as soon as possible
3. Parents are encouraged to speak with the child's class teacher or a senior member of staff if they have concerns.
4. Senior staff are on daily gate duty and parents are encouraged to share any concerns at these times.

Anti-Bullying Ambassadors/Peer Mediators

1. Children are given the opportunity to apply for the position of Anti-Bullying Ambassadors and/or Peer Mediators.
2. They are provided with training to support their peers and other pupils in school with any friendship issues.
3. Anti-Bullying Ambassadors are visible and available to all pupils during playtime and dinnertime and will share any issues with a senior member of staff



Signed: _____ (Chair of Governors)

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