

# Luckington Community School

## Anti-Bullying Policy



**“Learning, Living, Laughing”**

Date Reviewed	Date Ratified	Next Review
January 2026		January 2027
Related policies Behaviour and Exclusion, Safeguarding and Child Protection		

**Our School Values are;**

**Respect, Resilience, Honesty, Positivity, Compassion, Forgiveness and Reflectiveness**

## **1. Introduction**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is usually, but not always, something that recurs over time. Bullying may or may not be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

## **2. Aims and Objectives**

2.1 Bullying is wrong and it damages individual children. We therefore will not tolerate it and will 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 pupils and staff of all abilities, cultures and backgrounds can learn without anxiety.

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. Each year, we involve pupils during Anti-Bullying week in discussions about bullying and the school community signs an Anti-Bullying charter.

## **3. The Role of the Governors**

3.1 The governing body supports the headteacher 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 might occur will be taken very seriously and dealt with appropriately.

3.2 The governing body monitors for incidents of bullying and reviews the effectiveness of the school policy regularly. The governors require the headteacher

to keep accurate records of any incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the headteacher and ask her to conduct an investigation into 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, in particular during Anti-Bullying Week.

4.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual tolerance and support. Inclusion is given a high priority, making bullying less likely. When each child feels that 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 Teachers and Teaching Assistants**

5.1 Teachers and Teaching assistants in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They will record all incidents on CPOMS and verbally follow up with the headteacher.

5.2 If teachers or teaching assistants witness an act of bullying, they will do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents.

5.3 If any adult witnesses an act of bullying, they should record the event on CPOMS and assign the correct labels to it.

5.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve sanctions for the bully, but also counselling and support for the victim and the bully. We spend time talking to the child who has bullied as well: we explain why the action was wrong, and we endeavour to help the child change their behaviour in future. We would discuss the situation with the headteacher and the parents of both victim and bully. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as Social Services or Behaviour Support.

5.5 Teachers and teaching assistants routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.6 Teachers and teaching assistants support all children in their class through pastoral care and PSHE lessons 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.

## **6 The Role of Parents**

6.1 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.

6.2 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.

## **7. Monitoring and Reviewing**

7.1 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.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.