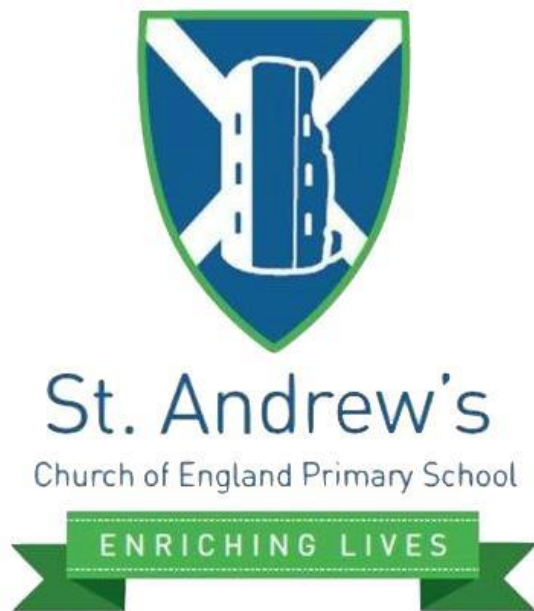




Anti Bullying Policy

Spring 2021

1. Our Vision

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future." JRR Tolkien.

2. Rationale

2.1 Everyone at St. Andrew's C.E. Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

2.2 Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

2.3 It is our aim to:

- challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- produce an inclusive environment for all pupils, which openly discusses differences between people and celebrates diversity.
- provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.
- educate them so that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.
- have parental confidence that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and effectively.

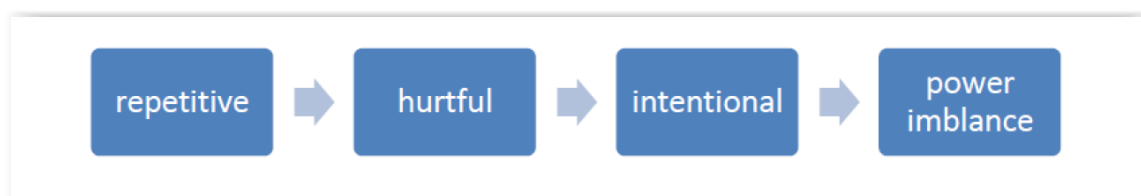
2.4 The school is aware of its legal obligations, including the Equalities Act 2010, and understand our role within the local community, supporting parents and working with other agencies outside the school where appropriate.

3. Definitions of Bullying

3.1 At St Andrew's, we recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

3.2 Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.



3.3 At St Andrew's C of E Primary School, our definition of bullying is:

- ***"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"***

3.4 There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

3.5 Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

4. Types of Bullying

4.1 Bullying can be:

- Verbal name-calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality This may include taunting about family circumstances (for example children of same-sex couples) or use of the word gay as an insult.

- Transphobic – because of gender identity or perceived gender identity
- Emotional - being unfriendly, excluding, tormenting

5 Cyberbullying

5.1 The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

5.2 Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

5.3 Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

5.4 Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

6. Prejudice Related Bullying

6.1 Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation.

6.2 These are called 'protected characteristics'.

7. British Values

7.1 As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is

racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

7.2 Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

7.3 In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

8. Preventing Bullying

8.1 Prevention is better than cure so at St. Andrew's C.E. Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

8.2 We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using collective worship and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Doing work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying
- Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt

- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Completing focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, Casy Counselling, healthy minds worker.
- Ensuring playground and midday staff are trained and having a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

9. Actions to Tackle Bullying

9.1 Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at St. Andrew's C.E. Primary School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

9.2 At St Andrew's we believe it is important to listen to children when they have concerns. Children can fall out with each other or say things that other children do not like. We encourage them to tell each other when they do not like something that is happening. Children also have the opportunity of sharing concerns through the 'share boxes' that can be found throughout school.

9.3 Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

9.4 Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. The allegation will be thoroughly investigated by the member of staff to whom it has been reported, or where judged necessary, by a member of the Senior Leadership Team (SLT). The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

9.5 Both victim and alleged bully will be interviewed and a record of the incident kept (see appendix a for an example of an incident form). Where children have completed a written record of events these can be attached to the incident form. A member of staff responsible for supporting the victim will be named on the incident form. Older pupils may be asked to write a report themselves.

9.6 The bully will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with the behaviour policy). They will also have a named member of staff to support them.

9.7 In most cases once bullying has been reported and the children involved spoken to, there will be no further incidents. Parents of both bully and victim will be informed and encouraged to work with the school to stop this happening again. The children involved will be highlighted to all staff to help monitor and prevent the bullying.

9.8 Sometimes the investigator will judge that the behaviour reported was unkind but not bullying. If this is the case the investigation will be filed and a member of SLT will check the behaviour file to monitor for reoccurrences of such behaviour. The behaviour file is regularly monitored

9.9 The school supports both the victim and the children who have bullied. If possible, the pupils are reconciled. Staff help children who have bullied to change their behaviour. This may involve Circle Time discussions, support in facilitating friendships and games on the playground, use of role play and drama, and the involvement of external agencies working with groups or the whole class. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.

10. Further Action

Such action may include:

- imposition of sanctions
- obtaining an apology
- informing parents of both bully and bullied
- provide appropriate training
- provide mentor support for both victim and bully
- internal or external exclusions.

11. Identifying the problem

11.1 Children who are being bullied at school will not always be prepared to tell those in authority. Signs of bullying may include:

- unwillingness to come to school
- withdrawn isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work.

11.2 Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. Pupils should be encouraged to be open with their parents who can pass on concerns to the school.

12 Anti Bullying Champion

12.1 The Anti-bullying Champions in our school are: Mrs Leeson and Mrs Haskins

12.2 Their responsibilities are:

- a) Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- b) Implementing the policy and monitoring and assessing its effectiveness in practice
- c) Ensuring evaluation takes place and that this informs policy review
- d) Managing bullying incidents
- e) Managing the reporting and recording of bullying incidents
- f) Assessing and coordinating training and support for staff and parents/carers where appropriate
- g) Coordinating strategies for preventing bullying behaviour

13 Pupil Responsibility

13.1 Pupils have a responsibility:

- a) to not become involved in bullying incidents
- b) to be aware of the school's way of dealing with incidents and of the kinds of support available
- c) to always tell a member of staff if they think bullying is happening as soon as possible
- d) to always talk to parents/carers about any worries
- e) to support pupils who may be subjected to bullying
- f) to be prepared to speak up if they see or hear something they think is unfair.

13.2 Victims of bullying may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established.

14 Role of Headteacher

- a) ensure the school has a policy covering: equal opportunities and anti-bullying encompassing harassment
- b) ensure that the policies are known to all staff and Governors
- c) ensure procedures are carried out consistently and fairly by all staff
- d) ensure monitoring systems are in place
- e) report to Governors once every other term about the situation with regard to bullying and harassment
- f) ensure all school staff have opportunity to receive training on appropriate methods of dealing with incidents of bullying and harassment
- g) establish systems which are perceived as supportive by pupils who are involved in incidents

- h) ensure that the ethos within school allows pupils to feel that it is 'safe' to tell and where they have the confidence to believe that school will deal effectively with incidents brought to their attention.

15 Role of Teacher

15.1 The role of the teacher is crucial in implementing the school's anti-bullying policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.

15.2 Teachers have the responsibility to:

- a) ensure that they know the content of the equal opportunities and anti-bullying policy.
- b) ensure that training opportunities are taken up.
- c) be sensitive to the possibility of bullying and harassment in a consistent manner, including the logging and reporting procedures used in school.
- d) ensure that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.
- e) be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of the comments and or behaviour, which could be offensive to particular individuals or specific groups of people.
- f) manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.
- g) involve students in drawing up ground rules for class behaviour.
- h) have regular opportunities for whole class and/or group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished.
- i) consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- j) Use display materials within the classroom and around school that help to promote positive values.
- k) Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment.
- l) Have a share box within the classroom for children to report concerns or incidents anonymously.
- m) Intervene when incidents are observed outside the classroom so that pupils do not feel unprotected during particular parts of the day.

16 Role of Support Staff

16.1 Support staff include learning support assistants, clerical staff, midday meal supervisors and the caretaker.

16.2 Support staff have the responsibility to:

- a) Ensure familiarity with the school's equal opportunities and anti-bullying policies
- b) Attend training on dealing with instances of bullying and harassment
- c) To be sensitive to all instances of bullying and harassment within the class and around school; to deal with every incident in a fair and consistent manner according to the school's policy
- d) Find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people
- e) Report incidents of bullying and harassment
- f) Participate in training to become familiar with the school's equal opportunities and anti-bullying policies
- g) Ensure familiarity with the school's systems for managing behaviour and then follow them consistently
- h) Intervene in any incident observed around the school
- i) Remain calm and avoid getting into confrontations with pupils
- j) Model ways of talking and behaving which exemplify respect for the individual
- k) Challenge stereotypic remarks e.g. sexist comments; racist assumptions
- l) Keep a watch for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils
- m) Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour

17 Role of Parents and Carers

17.1 Parents and carers have a very important role in supporting the school to implement its anti-bullying policy effectively.

17.2 Parents and carers have the responsibility to:

- a) Ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.
- b) Sign the home/school agreement and to adhere by it.
- c) Work in partnership with the school on encouraging positive behaviour, valuing and respecting difference.
- d) Understand that children need to learn to deal with disagreements and conflict in an assertive but nonviolent manner.
- e) Be alert to and inform school about significant behaviour changes and signs of distress in their children.
- f) Inform staff of any significant change in circumstances which may affect the way in which pupils respond in school.
- g) Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude.
- h) Communicate to children that they (parents) trust the school and staff to deal appropriately with incidents that arise and which the school are aware of.
- i) Parents need to be aware of opportunities offered for formal and informal consultation with parents.

- j) Discuss school incidents at home and encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication.
- k) Provide opportunities to discuss issues relevant to friendships and relationships both in and out of school.
- l) Tell the class teacher of any concerns about bullying or harassment. Ask the teacher to be informed of any action taken.
- m) Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will have to accept the consequences of their behaviour in line with the school behaviour policy.

18 Role of Governors

18.1 Governors have an important role in ensuring that the school fulfils its legal obligations with respect to anti-bullying, anti-harassment and anti-racist procedures. The governors have a responsibility to ensure that procedures undertaken in school are monitored and effective.

18.2 Governors have the responsibility to:

1. Ensure that the school's equal opportunities and behaviour policy refer to the different forms of bullying and harassment.
2. Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally.
3. Ensure that staff receive appropriate relevant training to enable policies to be effectively implemented.
4. Ensure that they are aware of any patterns of bullying and persistent parental complaints.
5. Ensure that incidents are monitored and if appropriate policies and procedures are reviewed.
6. Ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted within any review process.
7. Support the Headteacher in implementing school policy.
8. Become familiar with and clear about the school's current position on anti-bullying, anti-harassment and equal opportunities.
9. Attend training opportunities for Governors on these issues.
10. Clarify the pupil's position in implementing the policy.
11. Where necessary, help establish an action plan to review policy and procedures.
12. Support the Headteacher in establishing appropriate mechanisms for monitoring incidents.
13. Help the Headteacher identify ways of disseminating the policy to pupils and to parents.
14. Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to Governor.