



St. Mary's Bluecoat CE Primary School

Anti-Bullying Policy



Anti-Bullying Policy

“Do to others as you would have them do to you.” Luke 6:31

Our anti-bullying policy has been developed with the involvement of representatives from all of the school community; school staff, governors, parents, carers and pupils. A working party was set up to ensure that all stakeholders were able to contribute in the formulation of this policy. Questionnaires were sent to all of the school community to ascertain their understanding and perceptions of bullying and from this our policy and practice has evolved.

Please read this policy in conjunction with the following policies:

- Behaviour Regulation
- Child Protection
- Volunteer Information
- Staff Code of Conduct
- Physical Intervention and Restraint
- SEND
- Looked After Children
- E-Safety Policy
- Health & Safety
- Policy on managing aggressive behaviour from parents and visitors to our schools

SCHOOL ETHOS

The school will provide a secure caring Christian community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and co-operation. Our Christian values are at the heart of everything we do.

We fully support the Church of England statement 'Valuing All God's Children':

"We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect."

We believe that the school must take a pro-active approach towards preventing and dealing with bullying. This approach is best maintained by an attitude of openness from everybody in the school community. Bullies and bullying behaviour are not acceptable in any form, or to any degree and this message must be reinforced consistently by all involved in the school community.

DEFINITION OF BULLYING:

Bullying can be defined as '*. . . behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.*

CYBER-BULLYING: *the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.'*
(DfE "Preventing and Tackling Bullying", July 2107)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking, hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours, called online or cyber-bullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Possible effects of bullying on the victim:

- Stress / panic attacks
- Inability to concentrate
- Lack of motivation
- Anxiety about coming to school
- Loss of confidence / self esteem
- Food disorders
- Unhappiness / depression
- Isolation
- Self-harm
- Nightmares / enuresis
- Feelings of failure
- Changes in behaviour

Some possible signs of someone who is being bullied are:

- Victims may be reluctant to attend school and are often absent
- They may become anxious and insecure
- Having fewer friends and often feeling unhappy and lonely
- Victims can suffer from low self-esteem and negative self-image
- Looking upon themselves as failures - feeling stupid, ashamed or unattractive
- General behaviour incidents patterns where the child seems to be involved or as the victim

FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

Bullying can happen to anyone. This policy covers all types and forms of bullying, including:

Bullying related to physical appearance

Bullying of children in care or otherwise related to home circumstances

Bullying related to physical/mental health conditions

Physical bullying

Emotional bullying

Sexual bullying

Bullying via technology, known as online or cyber-bullying

Prejudicial bullying (against people/pupils with protected characteristics)

Bullying related to race religion, faith and belief and for those without faith

Bullying related to ethnicity, nationality or culture

Bullying related to Special Educational Needs or Disability

Bullying related to sexual orientation homophobic/ biphobic bullying

Gender based bullying, including transphobic bullying

AIMS AND PURPOSE OF THE POLICY

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

STRATEGIES THE SCHOOL USES TO PROMOTE THE ANTI-BULLYING MESSAGE (PREVENTION)

Central to this policy is our commitment to strive to achieve **the best for each child through a spirit of mutual respect and inclusiveness.**

We use a pupil-friendly anti-bullying definition to ensure that all pupils understand what bullying is and how to report it. *(Please see appendix 1. The Trinity Federation Anti-Bullying Charter)*

The school is an inclusive and supportive environment. This includes:

- Pastoral support from teachers and teaching assistants;
- Structured 'in house' programmes of support for an individual or small group;
- Sessions with our ELSA-trained early intervention practitioner;
- Support from external agencies, often brokered through the 'Early Help' process;
- Assemblies and collective worship are used to make clear the school's expectations about behaviour and to reinforce the message that bullying is not acceptable. They

also explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying;

- Each year group undertakes teaching units relating to anti-bullying as part of PSHE lessons. The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to prevent and respond to bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. Details of these lessons are included in the PSHE scheme of work;
- Anti-bullying week;
- Class-based discussions and activities, including circle time, provide regular opportunities to discuss issues that may arise in class and for teachers to make specific interventions;
- Through a variety of planned activities across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions;
- Our e-safety work considers the issue of cyber-bullying;
- The school council/safer school committee meets regularly and is able to discuss any area of school life. The area of anti-bullying is a focus area for the council and the anti-bullying policy is discussed each year. The council has a particular role in helping to develop the playground. This relates to both the physical environment and to how play is organised;
- Lunchtime supervisors and support staff meet with the Head of School on a regular basis. This helps to ensure that they are fully involved in promoting the anti-bullying message;
- Stereotypes are challenged by staff and pupils across the school.

PROCEDURES TO BE FOLLOWED

ACTION FOR PUPILS

- If any child feels that they have been bullied they should tell an adult. This may be their class teacher, the Head of School, the early intervention practitioner, a teaching assistant lunchtime supervisor or their parent/carer.

ACTION FOR PARENTS/CARERS

- If a parent/carer has concerns that their child may be being bullied, they should speak initially to their child's class teacher or the Head of School. Parents also 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.

ACTION FOR SUPPORT STAFF AND LUNCHTIME SUPERVISORS

- All staff should be vigilant and respond promptly to any behaviour which they suspect may involve bullying.

- Support staff should listen carefully to concerns raised by children and make initial enquiries. They should inform the class teacher or the Head of School of any concerns that have been raised.

ACTION FOR ALL TEACHING STAFF

- All staff should be vigilant and respond promptly to any behaviour which they suspect may involve bullying.
- Staff should listen to concerns raised by children and parents carefully.
- The class teacher if applicable should inform the Head of School that they are dealing with the concern. The Head of School may become involved at an early stage if that is deemed appropriate.
- Teachers should then investigate concerns that have been raised. They should talk with the pupils involved, listening to each account separately. They should also speak to other adults who work in school as appropriate.
- The class teacher has the responsibility with the support of Head of School to decide how best to respond to the concern.
- If necessary, we will involve other local services including Early Help or children's social care if a child is at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing behaviour logging procedures (see also Behaviour Regulation Policy) it will include recording appropriate details regarding decisions and action taken.

Staff do's and don'ts:

- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts – several children all saying the same thing does not necessarily make it true
- Adopt a problem-solving attitude, which moves children on from simply justifying themselves
- Follow up repeatedly, checking bullying has not resumed

FOLLOW-UP ARRANGEMENTS AND CONSEQUENCES

1. The relationship between teachers and children is of the greatest importance in supporting children and resolving any difficulties that have occurred. Teachers should make use of the strong relationships that exist to resolve any difficulties that may have occurred. Teachers may choose to adopt a wide variety of intervention strategies. This may include working with the whole class, introducing systems of peer support and the involvement of parents. Support staff can also be used to provide support for individual pupils.

2. At this time the teacher may decide to involve parents or it may be felt that the matter can be resolved within school.
3. A range of consequences is available to the class teacher and these will be used as appropriate (See also the school's behaviour regulation policy).
4. A careful watch should be kept by all staff to determine whether or not the matter has been fully resolved.
5. The Head of School may put in place additional pastoral support for the pupil who has experienced inappropriate behaviour.
6. Throughout this process staff will also seek to mentor the child who is behaving inappropriately. This will include considering and addressing any factors that may be contributing to the inappropriate behaviour. Outside agencies may be involved to address issues that may arise as part of the process.
7. Further action should be taken in response to the monitoring that has taken place. Parents will be involved as appropriate.
8. The Head of School may take the lead role in steps 1-7 if this is deemed to be appropriate.
9. The Head of School will report directly to the Executive Headteacher (EHT) on any of the above, as and when requested to by the EHT.

VULNERABLE PUPILS

The 2017 DfE guidance states the following; 'Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

'These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others.'

The school is very aware of vulnerable children and provides support in this area. Our SENDCo plays a key role in providing systems of 'in house' support and commissions external agencies to provide support as appropriate for children identified as vulnerable. This work is often co-ordinated through the 'Early Help' process.

PREJUDICE-BASED INCIDENTS

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Any prejudice-based incidents are taken extremely seriously and recorded and monitored in school.

MONITORING AND EVALUATION

The implementation of this policy will be monitored by the governors and the EHT through regular reports, either written or verbal, from the Federation SENDCo who is also the Anti-Bullying Lead/Deputy Designated Lead for Child Protection.

The governing body will review this policy on a biennial basis. This will include:

- Review of the policy document;
- Evaluation of parental view from the biennial survey of parental views;
- Ongoing reviews and discussions arising from reports and agenda items.

- **Policy date: September 2020**

- **Next review date – Autumn Term FGB meeting 2022**

Appendix 1:



The Trinity Federation Anti Bullying Charter



Several Times On Purpose

S

Stand up to the bully and use your words to tell them to stop bullying.

T

Take appropriate action to get away from the bully, walk or run to an adult.

O

Open up to a trusted adult

P

Protect yourself from bullies