

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Anti-Bullying Policy

POLICY: Anti-Bullying Policy
APPROVED BY: Full Governing Board
APPROVED DATE: September 2024
REVIEW DATE: September 2026

This policy is statutory and reviewed bi-annually

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' Proverbs 4:11

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1. Rationale

At St Mary's Church of England Primary School, we recognise the importance of a positive approach to the behaviour of pupils in our school. We also understand that the first and most important educators of pupils are their parents/carer and value their support with regards to their child's readiness to learn.

As a school we feel it is important to promote a **positive, happy, safe and stimulating environment** to allow all members of the school community to feel secure, respected and therefore promote good behaviour in others. We believe that pupils make the best progress when home and school staff work together.

This policy is based on the DfE guidance "Preventing and Tackling Bullying. Advice for Head teachers, staff and governing bodies", July 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance.

2. Aims of the Policy

- To promote and develop a school ethos where bullying behaviour is regarded as unacceptable.
- To ensure a safe and secure environment is sustained for all pupils.
- To support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

3. Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", October 2017).

Bullying can happen to anyone and can take place at any time, inside or out of school. Staff should be particularly vigilant when in the classroom, in the playground, when in the communal areas, on day trips or residential trips and when using electronic and communication devices. It can take place in group activities, within families and between families in the local community.

St Mary's CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by St Mary's CE Primary School as being a form of child-on-child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

There are many different types of inappropriate behaviour that can be categorised into four main groups some of which come under the Equality Act 2010:

Type	Explanation	Examples
Physical bullying	This behaviour covers any act of a person (or group of people), which uses physical actions ongoing to hurt, humiliate and intimidate others.	<ul style="list-style-type: none">• Hitting and/or punching• Pushing and/or pulling• Poking, prodding, stamping on• Making someone trip intentionally• Sexual harassment or any physical touch without consent

		<ul style="list-style-type: none"> Abusing someone else's belongings by taking without permission, stealing, hiding or damaging them in any way
Verbal and non-verbal bullying	This behaviour is the most common form of bullying. Any repeated form of systematic verbal abuse is considered bullying. The main idea is to purposely emotionally hurt the victim and are therefore dominant in power over that person.	<ul style="list-style-type: none"> Name calling and/or Insults of them or family or friends Negative remarks regarding sexual preferences, gender, age, race, ethnic background, religion, physical appearance, medical, family status, economic status, skills, abilities or group affiliation Threatening, violent and abusive language Displaying intimidating and physical gestures Repeated negative banter
Social bullying	This form of bullying abuses our desire to be accepted as part of a group in a negative way. Bullies who prefer this way of bullying turn the group against others, mainly because doing it directly and on their own is either too hard or not enough for them. The main idea is to purposely humiliate the victim and make them powerless while holding control of others.	<ul style="list-style-type: none"> Lying about someone (blaming them for a problem) Spreading rumours Gossiping Revealing secrets Making a fool of someone by playing a nasty joke Mimicking Continually excluding someone from a group or to ostracize them
Cyber bullying	Cyber bullying uses technology to bully others verbally and/or socially. As technology develops and becomes readily available to all, including children and teens, it is very natural that bullies replicate their abusive forms of communication from real life and in their digital communication.	<ul style="list-style-type: none"> Using phone/email/chat/social networking/SMS/text messages to make fun of people Using phone/email/chat/social networking/SMS/text messages to threaten or intimidated someone Using digital technology to spread rumours on someone Using digital communication to insult someone Using negative remarks through phone/email/chat/social networking/SMS/text messages Revealing secrets without consent using digital media Using phone/email/chat/social networking/SMS/text messages to gossip Regularly excluding someone from digital group interactions or deliberately blocking them from accessing information available to their peer group To send or pass on inappropriate images and photographs that can offend or damage the reputation of an individual sexting

4. Forms of Bullying

There are many reasons why people engage in bullying behaviours including:

- related to race, religion or culture.
- related to SEND (Special Educational Needs or Disability).
- related to appearance or physical/mental health conditions.
- related to sexual orientation (homophobic bullying).
- Being a young carer, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

Bullying behaviour is widely considered as an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength (mental or physical) of the individual
- The popularity status
- The numbers or group size involved
- Anonymity – using cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of abuse; that is, do not wait to be told if you know of any concerns. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a tendency to be unkind to others or may make them more likely to fall victim to the behaviour of others.

5. Preventing Bullying

Our school vision and values are regularly promoted in assemblies, in daily school life and displayed throughout school. Through pupils following the school rules and values, and staff modelling and reinforcing good behaviours and language, bullying is significantly reduced.

Our behavior policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

To prevent bullying, all staff will

- develop a positive growth mindset for all staff and pupils.
- embed a learning culture that promotes our Christian values, children's rights and the fundamental British values.
- promote pupil voice.
- take seriously the equality act 2010 and our equality statement.
- **Teach children to be reflective about their behaviour and the impact it has on others through the use of 'reflection forms', reflective conversations and restorative justice as outlined in the school's behaviour policy**

Christian Values:

- Autumn term: Love, respect and peace
- Spring term: Wisdom, responsibility and Honesty
- Summer term: Forgiveness, perseverance and resilience

The Fundamental British values:

- Mutual respect
- Tolerance
- Individual liberty
- Democracy
- Rule of Law

The school staff will fulfil the staff behaviour and code of conduct policy and to support anti-bullying will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Work with staff and utilize support offered by outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for educating and addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies and through peer support.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Provide opportunities for pupils to reflect on their behaviour (and that of others) and the impact their actions can have others.

The behaviour lead will involve pupils by:

- Regularly canvassing pupil’s views on the extent and nature of bullying and poor behaviour.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

The behaviour lead will liaise with parents and carers to:

- Making sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- inform all parents/carers to know who to contact if they are worried about bullying.
- inform all parents/carers to know about our complaints procedure and how to use it effectively.
- signpost parents/carers to know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- involve parents work with the school to role model positive behaviour for pupils, both on and offline.

6. Identifying Bullying

All staff are vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or school work, loss of appetite, stomachaches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

7. Responding to Bullying

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and the behaviour lead, who is a member of the SLT will be informed.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. A full record will be made on the school CPOMs system.
- The SLT member will investigate fully with all concerned and will record the incident.
- Teachers will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the police, if necessary. Police involvement may be needed to enable the service provider to investigate the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned. **Reflection forms / reflective conversations will be completed with the identified perpetrator of any bullying. Where appropriate restorative justice interventions will be facilitated between all pupils involved in line with the school's behaviour policy.**
- If necessary and appropriate, the police or other local services will be consulted.

Supporting Pupils

Pupils who are a victim of bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice or ELSA.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support regularly
- Restoring self-esteem and confidence. **Where necessary we may refer to outside agencies such as SEBDOS or the MHST for further support.**
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Team building class activities and education around behaviour to be unlevelled.

Pupils who bully others will be helped by:

- Discussing what happened and establishing the concern and the need to change. **Reflective work will be carried out by the Behaviour Lead with the concerned pupil as to help them understand the impact that their actions has had on those involved.**
- Informing parents/carers to help change the attitude and behaviour of the pupil.
- Providing appropriate education and support to encourage positive behaviours.
- If online, requesting content be removed and reporting account/content to our service provider. If own device invite the parents in to remove content on mobile phones for example.

- Sanctioning in line with the school behaviour policy. This may include official warnings, removal of privileges, suspension from school and in rare but extreme circumstances, permanent exclusions. However, considerations will include home circumstances, historical vulnerabilities, SEND and other factors that cause inappropriate behaviours.
- Speaking with the police or local services and providing ELSA support to manage change behaviour.
- **Support from external agencies such as SEBDOS to help address and promote positive behaviour.**

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/head teacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring and offering appropriate support and signpost to support agencies.

Adults (staff and parents) who bully others will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools' official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action and maintain records.

8. Links with other school policies and practices

This Policy links with several other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Confidentiality Policy
- Staff Behaviour and Code of Conduct Policy
- Equality Policy
- SEND Policy
- Online Safety Policy and
- Acceptable Use Policy

9. Links to legislation

There are a few pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- DfE Preventing and Tackling Bullying, October 2017

10. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, senior leaders, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The senior leader for behaviour and anti-bullying to communicate the policy to the school community.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Appendix 1: Supporting Organisations and Guidance.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for Head Teachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- SEND Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational