



## All Saints CEVA Primary School - Anti-Bullying Policy

*Galatians 5:22-23*

*'But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law'.*

The family of All Saints Church of England Aided Primary School at all times, and in all that it does, attempts to serve as a witness to the Christian faith as seen in Jesus Christ.

We actively teach children about our twelve Christian values (Respect, Courage, Forgiveness, Humility, Trust, Wisdom, Compassion, Service, Peace, Joy, Love, Hope) and how children can put them into practice in their own lives.

***This policy should be read in connection with the Behaviour Policy***

### **Introduction**

- At All Saints CEVA Primary School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity. As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximize their potential.
- We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from staff should they feel they or others are unsafe.
- We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.
- The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside of school where appropriate.
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a Church of England school, to produce a safe, caring and secure environment where all can learn without anxiety and where measures are in place to reduce the likelihood of bullying.
- 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.

This Policy aims to produce a consistent school response to any bullying incidents that may occur.

## **Roles and Responsibilities**

### **Governors**

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.

### **Head Teacher**

It is the responsibility of the Head Teacher to implement the school Anti-Bullying Policy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Head Teacher draws children's attention to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use a worship as the forum in which to discuss with other children why this behaviour was wrong, and what sanctions may be given.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school ethos 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 family, bullying is far less likely to be part of their behaviour.

The Head Teacher will appoint an Anti-Bullying leader who will have general responsibility for handling the implementation of this policy. The Anti-Bullying leader in our school is Karen Cumberpatch (Deputy Head Teacher).

### **Teaching and Support Staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If staff witness an act of bullying, they will either investigate it themselves or refer it to the Phase Leader for advice and support. Staff **must** inform either the Head Teacher or the Deputy Head Teacher of all cases of bullying, via recording details on MyConcern. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied the teacher will inform the child's parents.

All cases and types of bullying are logged and recorded on SIMS (School Information Management System – pupil records). Records of all incidents of bullying will be kept and reported at the end of each month to Northamptonshire County Council.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and support

and consequences for the offender in accordance with our school's Behaviour Policy and the 'Good to be green' behaviour system. Time is spent talking to the child who has been bullying, explaining to them why their actions are wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, parents will be expected to come in to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as the social services.

All members of staff attend training, which equips them to identify bullying and to follow the school Anti Bullying Policy and other behaviour policies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories etc. within the curriculum to help pupils understand the impact of bullying, and to practice the restraint required to avoid bullying behaviour.

### **Parents**

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. If they are not satisfied with the response, they should contact the relevant Phase Leader. If they remain dissatisfied, they should then contact the Deputy Head Teacher or Head Teacher. If the parent is still not satisfied they should follow the school's Complaints Policy.

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school family.

### **Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know (Start Telling Other People = STOP).

Pupils are invited to tell us their views about a range of school issues, including bullying, through the school Junior Leadership Team. The school Junior Leadership Team raises awareness of the issues surrounding Anti Bullying on an annual basis through lessons and workshops focused on this theme.

### **Definition of Bullying**

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted.

ABA defines bullying as:

**'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'**

### **Behaviour Often Associated With Bullying**

#### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

#### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, the person will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying is NOT:

- Responding to nastiness from another person
- When pupils with the same power, numbers and strength fight or argue
- Friendship fall outs

### **What Does Bullying Look Like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, child on child abuse, homophobic abuse, exposure to inappropriate films etc.
- Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why Are Children and Young People Bullied?**

Specific types of bullying include:

#### **Prejudice Related Bullying**

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

These are called 'protected characteristics'.

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 disabilist in nature. We will record these types of bullying, even those that represent a one-off incident, and report them to the local authority for monitoring purposes.

#### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist 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.

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.

### **Where Does Bullying Take Place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

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

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. Whilst most incidents of Cyberbullying occur outside of 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.

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

We will ensure that our children are taught safe ways to use the Internet (see our Online Safety Policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school. We use STOP 1 and STOP 2

STOP 1 is a child friendly way for children to recognise that they are being bullied and helps them to define what is happening.

- Several
- Times
- On
- Purpose  
(When there is an imbalance of power).

STOP 2 is a child friendly course of action for children to take.

- Start
- Telling
- Other
- People

In the event of bullying, parents will be informed of the nature of any incidents and any action taken. Parents will be informed of their child's role in the bullying as a victim, ring-leader or bystander. Appropriate action using our Behaviour Policy will be taken with regards to pupils involved in bullying depending on the age of the child and nature of the bullying.

### **Systems of Reporting**

Children are encouraged to report any incidents of bullying to any member of staff, whether they are the victim or a bystander. Likewise parents/carers are welcome to discuss any bullying worries with a member of staff. The member of staff will follow school procedures and record any incidences on MyConcern and the matter will be investigated by the member of staff the issue was reported to or passed on to the Headteacher or Deputy Head Teacher.

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. After an allegation of bullying

- All parties including the target, bully and all others involved will be interviewed and a concern will be logged on MyConcern by the member of staff.
- Parents/carers will be informed as to the involvement of their child.
- Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be put in place and these will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable.
- The response may vary according to the type of bullying and may involve other agencies where appropriate.
- Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, bystanders and others affected by the bullying, a referral to outside agencies (if appropriate).
- The wider community will be liaised with if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

### **Recording and Evaluation**

Bullying incidents are recorded on the school online system (MyConcern) by the member of staff who deals with the incident. The information will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and further development of the policy.

All incidences are reported to Governors (3 x a year) via the Hate Incident Report Log (HIR log) and recorded on SIMS which reports to the local authority.

We have been taking part in the Anti-bullying All Together (2020-2021) project to ensure our policies and procedures are robust.

### **Strategies for Preventing Bullying**

As part of our commitment to the safety and welfare of our pupils we at All Saints CEVA Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values
- Involvement in in the All Together Project 2020/2021
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE lessons and cross curriculum themes.
- Celebration events. E.g. Family worship on Fridays to celebrate achievements
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School Junior Leadership team
- Playground Buddying/young leaders
- Support for all school staff
- Parent information on the school website or parent mailed
- Inclusion TA to offer pastoral support
- Links with Good to be Green Management System
- Worship including explaining 12 values to encourage positive behaviours.

Links with other policies:

- Behaviour
- Safeguarding
- Equalities Policy
- PSHE and Citizenship
- Confidentiality
- PREVENT

### **Related Documents/Guidance**

- Preventing and tackling Bullying Ref: DFE-00160-2017
- Cyber Bullying: Advice for Headteachers and school staff Ref: DFE-00652-2014
- Advice for parents and carers on cyber bullying Ref: DFE-00655-2014



### **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- (through regular agenda items at staff meetings and consultation documents.)
- Governors – (discussions at governors meetings, training.)
- Parents/carers – (have been encouraged to contribute their views regarding the policy and have been invited to complete surveys to help the school improve how it addresses any issues of bullying.)
- Children and young people – (pupils have contributed to the development of the policy through the school Junior Leadership Team and participation in questionnaires. The school Junior Leadership Team will develop a pupil friendly version which will be displayed in each class and will be sent home.)

This policy is available

- Online at <https://allsaintscevakingsthorpe.org.uk/>
- From the school office
- Child friendly versions will be on display in welcome packs for new pupils (once the school Junior Leadership Team has developed a pupil friendly version).

### **Monitoring and review**

This Policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the Policy and annually when the Policy is reviewed.

The Anti-Bullying Policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's Anti-Bullying recording on the HIR Log where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This Policy will be reviewed along with the Behaviour Suite of policies annually.

**Date: January 2023**

**Date for review: January 2024**