

Bishop Martin CE Primary School



'Learning Together, Growing in Faith'

'May Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16).

Anti-Bullying Policy

Jan 2025

Review Date: Jan 28

Vision and Values

Our school motto statement '**Learning Together, Growing in Faith**' is underpinned by the gospel saying '**May Your Light Shine Before Others So They May See Your Good Deeds**' (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, its meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



As a member of the LDST, Christian belief and practice underpin all aspects of school life, developing each child's spirituality and personal faith.

At Bishop Martin CE Primary School we aim to provide a welcoming, caring, happy, Christian environment, where everyone is valued equally and achieves his/her full potential. We aim, as a school, to produce a positive, safe and secure environment where all can learn without anxiety. Bullying is wrong and damages individual children. Therefore, at Bishop Martin CE Primary School we want to do all we can to prevent it, by developing a school ethos in which everyone has responsibility to one another and bullying is regarded as unacceptable.

We aim to make all those connected with Bishop Martin CE Primary School aware that bullying in any form; will not be tolerated at our school. Bullying will be dealt with seriously and appropriately, as each case merits. Any pupil, who is being bullied, may seek the assistance of a member of staff and we would, naturally, expect any parent, whose child is being bullied, to contact the class teacher or the headteacher.

Rationale

Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on

a pupil's self esteem, emotional and mental health. This prevents them from developing their full potential and can seriously affect their life chances.

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

Our school uses this definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Department for Education 2011

Our pupils stated that bullying is:

Repeated behaviour, either physical or verbal, by one or more people which produces damaging or hurtful effects, physically or emotionally to any individual. It can happen anywhere – at school, at home or online.

Bullying Can be:

- **Physical:** hitting, stealing or hiding belongings, sexual assault.
- **Verbal or written:** name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, producing offensive graffiti.
- **Indirect/emotional:** spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
- **Online:** using web pages, offensive or abusive text or email messages, sending offensive or degrading images by phone or via the internet. Cyber bullying is illegal under the Malicious Communication Act 1988. The Child Exploitation and Online Protection (CEOP) gives support with this.

Bullying takes many forms. It can be related to:

- Race, religion or culture
- Sexual orientation (or alleged orientation) or of a sexual nature
- Disability or SEN
- Appearance or health
- Home circumstances e.g. bereaved
- Criminal behaviour, gang Involvement and exploitation.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal

with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

By its very nature, bullying is secretive, and therefore the school relies heavily on the strong links it has with parents and the community. Parents should contact the school should they suspect their child is being bullied or is bullying. However, not all incidents are cases of bullying - much is the general falling out between children. The school will take seriously any complaints of bullying. It will do all it can to ensure that bullying does not take place. It will do this by:

- Ensuring good supervision of the children, thus reducing the possibilities of bullying
- By being vigilant and watching for changes in character and standards of work of the children. Often the work of the victim deteriorates and there is a change in personality.
- Staff being available to listen to complaints of bullying from both parents and children
- By making children aware, through PHSE lessons and through assemblies of the feelings of victims and that such actions are wrong.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate any 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 do occur are taken very seriously and dealt with appropriately.

The Governing Body responds to any requests to investigate incidents of bullying. The normal complaints procedure will be used, i.e. firstly to the class teacher, next to the head teacher, then to the Governors; if on investigation at any stage, the parent is still unhappy, they are free to approach the LA.

The role of the staff

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.

All staff have a duty to ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

All staff set the school climate 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, bullying is far less likely to be part of their behaviour.

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support all involved.

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support, consequences and/or sanctions in line with the school's Behaviour & Discipline Policy. Exclusion will be used as an ultimate deterrent.

Any incident or report of bullying is taken seriously and victim(s) are reassured. They are offered help and given support and advice.

We spend time talking to the child who has bullied: The bully will be told to stop his/her bullying in front of his/her parents. We explain why the action of the child was wrong, encouraged them to see the victims point of view and we endeavour to help the child change their behaviour in future.

All bullying incidences are logged on CPOMS and both sets of parents are informed by the Head Teacher/ Deputy Headteacher of the situation and the nature of the action taken.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The school will include work from time to time, as part of its PHSE and SEALS work on anti-bullying techniques and will continue to teach the need for tolerance and responsibility by all the children.

The role of parents

Parents who are concerned that their child might be being bullied or maybe the perpetrator should contact their child's class teacher immediately.

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.

Equality and Diversity Statement

The Governing Body and School Staff are committed to ensuring that all members of the School Community are treated fairly and with equality. We will comply with relevant legislation and implement School policy in relation to race equality, disability equality, gender equality and sexual orientation.

British Values Statement

The Governing Body and School Staff are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs as set out by the Government in the 'Prevent' strategy in 2011.

Impact Statement

Equality Impact Assessments will be conducted on all school policies as reviews take place.

Suspension and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to suspend/permanently exclude a pupil from school. The headteacher may suspend for up to 45 days, and may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

The headteacher keeps a record of any pupil who is suspended or who is permanently excluded.

If the headteacher suspends/permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Monitoring and review

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Appendix 6- Assessment Report to Govs

Pupil Progress Meeting :Yr-- - Autumn data

<i>number of pupils</i>	
<i>girls</i>	
<i>Boys</i>	
<i>number/% of PP</i>	
<i>number/% of SEN,</i>	
<i>number/% EAL,</i>	
<i>number/% LAC,</i>	
<i>Attendance</i>	

Reading:	Number of Pupils (With Data)	Significantly below	Working towards	Working at	Working above
Standardised Score		1-94	95-99	100-109	110-120
ALL					
PP					
Non-PP					
SEN					
EAL					
Male					
Female					
Low prior attainers					
Middle prior attainers					
High prior attainers					

Progress

Areas of concern and next steps

Writing:	Number of Pupils (With Data)	On track to be below ARE in writing	On track to be at ARE in writing	On track to be at GDS in writing
ALL				
PP				
Non-PP				
SEN				
EAL				
Male				
Female				
Low prior attainers				
Middle prior attainers				
High prior attainers				

Progress

Mathematics:	Number of Pupils (With Data)	Significantly below	Working towards	Working at	Working above
Standardised Score		1-94	95-99	100-109	110-120
ALL					
PP					

Non-PP					
SEN					
EAL					
Male					
Female					
Low prior attainers					
Middle prior attainers					
High prior attainers					

Progress

Areas of Concern & next steps