

INSKIP ST. PETER'S C.E. PRIMARY SCHOOL
Learning, Loving and Living with Jesus



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Anti-Bullying Policy
(May 2022)

School statement on bullying

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. Our school is a place where everyone should be able to flourish in a loving and caring community.

Introduction

It is a Government requirement that all schools have an anti-bullying policy DfE "Preventing and tackling Bullying"; Advice for headteachers, staff and governing bodies, December 2011.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

DfES guidance includes cyberbullying, it states, 'the wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones March 2014.

Aims and purpose of the policy

- To ensure a safe, secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Celebrating success is an important way of creating a positive school ethos around the issue.
- 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.

- 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.

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- physical (eg hitting, kicking, pushing or inappropriate/unwanted physical contact);
- verbal (eg name calling, ridicule, comments);
- cyber (eg messaging, social media, email);
- emotional/indirect/segregation (eg excluding someone, spreading rumours);
- visual/written (eg graffiti, gestures, wearing racist insignia);
- damage to personal property;
- threat with a weapon;
- theft or extortion, and
- persistent bullying.

Bullying can be based on any of the following things:

- race (racist bullying);
- sexual orientation (homophobic or biphobic);
- special educational needs (SEN) or disability;
- culture or class;
- gender identity (transphobic);
- gender (sexist bullying);
- appearance or health conditions;
- religion or belief;

- related to home or other personal circumstances, and
- related to another vulnerable group of people.

Reporting bullying

The role of governors

The governing body supports the headteacher 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 headteacher 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy, on request.

The headteacher and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use whole school worship time as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil may be facing consequences for their actions.

The headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher sets 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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers record any behavioural incidents in their incident file and tells the headteacher who then monitors these incidents. If teachers witness an act of bullying, they will refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied the teacher or headteacher will inform the child's parents.

We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to a teacher or the headteacher. Staff support pupils in reporting bullying so that the children are assured that they will be listened to and incidents acted upon. Pupils are encouraged to feel that they can report bullying which may have occurred outside school, including cyber bullying.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve pastoral care and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied; explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. Pastoral care may also be offered to the bully. The child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

All members of staff keep up to date with training, which equips them with effective behaviour management strategies and enable them to identify bullying and to follow school policy and procedures.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use role-play, stories, discussion within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE sessions are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Teachers openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, special educational need, gender or sexuality. Schools can also teach children that using any prejudice based language is unacceptable (DFES March 2014).

The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

The role of 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 headteacher. If parents remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school and to reinforce the value of positive behaviour at home.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to tell an adult.

Pupils are invited to tell us their views about a range of school issues, including bullying.

Pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language..

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. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying.

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Collective worship explores the importance of inclusivity, dignity and respect as well as other themes and Values that play a part in challenging bullying.

Through a variety of planned activities and time 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.

We provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

Stereotypes are challenged by staff and pupils across the school.

Pastoral Care sessions offer support to children who are vulnerable and lacking self-esteem, promoting a growth mindset and good mental health.

Pastoral Care sessions provide support to help with friendship problems and those children who could be vulnerable to support their self-awareness and help with self-regulation.

Pupils are involved in developing school-wide anti-bullying initiatives.

Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors, on request, about the effectiveness of the policy. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends or patterns are noted and reported to governors.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion with the headteacher about behavioural incidents, particularly cases of bullying.

Staff will take account of developments in technology, for instance updating 'acceptable use' policies for computers.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.