

Marshland St James **Primary School & Nursery**



Anti-Bullying Policy

Believing, Belonging, Being

In our school we want our children to be caring and confident learners. We aim to provide a loving, safe and secure environment, where every child has the belief to achieve and the sense of belonging to a Christian school family.

We will nurture and encourage children's ambitions enabling them to believe in themselves; to become courageous learners, and to be compassionate, tolerant and respectful members of our community.

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 hospitable community.

Ephesians 4:31-32: "Stop being bitter and angry and mad at others. Don't yell at one another or curse each other or ever be rude. Instead, be kind and merciful, and forgive others, just as God forgave you because of Christ."

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.

See also the school Behaviour Policy and Equality Policy

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated over a period of time. 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 (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- 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
- Related to another vulnerable group of people

2. Reporting bullying

Pupils who have been bullied should report this to:

- Their identified adult in school
- Any member of staff (Teachers, Teaching Assistants or Midday Supervisors)
- Their parents
- A school friend
- Their class member of the school council

Pupils who see others being bullied should report this to any of the above adults

The following steps will be taken when dealing with a reported or suspected incident:

- Any incidents of alleged bullying will be reported directly to the class teacher in the first instance, and then to the Head Teacher (or Senior Teacher in the Head Teachers' absence).
- Incidents will be fully investigated as soon as possible and a clear account of the incident will be written down and given to the headteacher.
- The Headteacher will interview all concerned and will record the incident.
- A record/note will be made and kept on pupil files.
- Parents (of 'victim' and 'bully') will be informed should any action be taken. Parents of 'victim' will be informed as soon as possible should a child have been caused to become distressed.
- The bully will be punished in line with the schools behaviour policy and/or appropriate sanctions taken depending on the severity of the incident.
- Any racist abuse will be recorded in the appropriate log, and the Chair of Governors informed.

3. Teaching Opportunities across personal, Social, Moral and Ethical Education Curriculum

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PHSE, assemblies and other areas as appropriate to highlight the consequences of bullying behaviour. Anti-bullying messages will also be reinforced through the SEAL program. School will have a regular approach to promoting PSHE work – through whole school assemblies twice each half term, and individual class work. Children also need to be taught the following:

- Rights and Responsibilities of the Individual. Children need to be taught that they have rights, but that there are responsibilities attached to these rights. Every child has the right to personal security and the responsibility to ensure that the security of others is not threatened.
- Celebration of Differences. Children should be taught to value and appreciate differences of gender, race, age, ability, belief and physical appearance.
- Friend or Enemy. Children sometimes need reminding that, if someone is not their friend, then this does not automatically mean they are an enemy.
- Provocation. Children should be made aware that their actions might lead others to be provoked into bullying behaviour.
- Imagination and Empathy. In order for children to be able to empathise, they need opportunities to develop their imagination.
- Imaginative Curriculum. All staff need to foster the development of children's imagination through both play and work situations to help them to learn how to empathise. Contexts: Role play – drama Literature, Poetry – appreciating and creating Art- Appreciating and creating 'Mini World' (living out situations through model people and places) Games and Circle Time
- Living by the Rules. Children should be taught what the school rules are and to understand the importance of their application. Teachers need to establish class rules and apply these consistently.
- Collective Worship. Our assemblies have a part to play in delivering the personal, social, moral, spiritual and ethical curriculum to the whole school.
- Social Responsibility. Each child is responsible for their own behaviour and needs to be taught self-discipline and self-control.
- Assertiveness. Children should be taught to respond to provocation in an assertive rather than aggressive manner – e.g. "I don't like that".

4. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on the incident log.
2. Designated school staff will monitor incident reporting forms and information recorded on **incident log**, analysing the results.
3. The headteacher will reports termly summarising the information to the governing body
4. Support will be offered to the target of the bullying from the class teacher, pastoral team, or through the use of restorative justice.
5. Staff will proactively respond to the bully who may require support from the pastoral team, class teacher, peer mentor or through the use of restorative justice.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

5. 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.

6. 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 on the incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

7. 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.

8. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- 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 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.
- Class reflection time provides 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.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

9. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, the vicar, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

10. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

11. 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.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review: Autumn 2024

Date of next Review: Autumn 2026