St Luke and St Philip's Primary School a Church of England Academy
Anti-Bullying Policy

My children,
we should love people not only with words and talk,
but by our actions and true caring.

1 John
chapter 3 verse 18

VISION STATEMENT
'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES

Our School Values

PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

RELEVANT LEGAL GUIDANCE

This policy has been written to adhere to the relevant Children Acts, The Equality Act (2010), Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority.

Other relevant legal guidance:

- Preventing and tackling bullying (DFE-00160-2017)

- Cyber bullying: advice for Head teachers and school staff (DFE-00652-2014)

- Advice for parents and carers on cyber bullying (DFE-00655-2014)

- Keeping Children Safe in Education (Updated yearly)

AIMS AND OBJECTIVES

As *a Christian school we believe that all individuals are unique and of equal value, whatever their abilities, background, physique and experiences. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.*

We aim to
- Raise awareness of bullying
- Bring about conditions in which bullying is less likely to happen in the future
- Reduce and, if possible, eradicate instances of all types of bullying
- Clarify the reporting processes

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it if bullying is reported.

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated.

WHAT IS BULLYING?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' -Preventing and Tackling Bullying, 2017.

The main types of bullying can be identified as:

- Physical - Kicking, hitting, pushing, punching or any use of violence

- Verbal - Name calling, taunting, sarcasm, making offensive comments

- Indirect - Being unfriendly, excluding, spreading hurtful and untruthful rumours, tormenting (e.g. hiding personal belongings, threatening gestures)

- Racist - Racial taunts, name calling, graffiti, gestures

- Sexual - Unwanted physical contact or sexually abusive comments

- LGBTQ+ and Homophobic - Because of, or focusing on the issue of sexuality, sexual orientation or gender identity

- Cyber/ Online- The use of text messaging, emailing, chat rooms, videoing and internet usage deliberately to upset someone else. It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

CHILD ON CHILD ABUSE

As set out in Keeping Children Safe in Education:
- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As

such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

- It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Child-on-child abuse is most likely to include, but may not be limited to:
  • bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  • abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
  • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
  • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
  • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  • consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  • upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

SIGNS AND SYMPTOMS OF BULLYING

Some children will openly raise their concerns about being bullied, however in other circumstances a child may be unwilling to talk about being bullied for fear of not being understood or of making the situation worse. The following signs and symptoms may be indicators that a child is being bullied:

Professionals in school may notice signs such as:

- Unexplained changes in behaviour

- A fall in standard of work

- Lack of punctuality

- Unexplained absence

- Falling out with previously good friends

- Unexplained bruises, cuts or scratches

- Becoming aggressive and unreasonable

- Becoming withdrawn and lacking in confidence
- A reluctance to go out at break/dinner time

Parents, families and carers may notice signs such as:

- Bedwetting in a previously dry child
- Vague tummy aches and headaches
- Reluctance to go to school
- Frightened of walking to and from school
- Changes in usual routine
- Coming home regularly with possessions damaged or missing
- Unexplained bruises, cuts or scratches
- Becoming withdrawn or lacking in confidence
- Becoming distressed and anxious
- Afraid to use the internet or mobile phone
- Acting nervous and jumpy when receiving text messages
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

BULLYING OUTSIDE OF SCHOOL

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or other external agencies to help us to do this effectively.

BEING PROACTIVE

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in learning patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff aim not to wait to be told of bullying behaviour to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying behaviour than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying behaviour in finding the solutions.

PREVENTING BULLYING

Strategies include

- Setting and communicating clear standards of behaviour through the use of the Positive Behaviour Management (use of Positive Discipline Framework).

- Children who struggle and need additional support to follow the school rules will have an individual Behaviour Risk Assessment.

- The use of Class Dojo's and behaviour management techniques.

- Monthly Behaviour assemblies

- Promoting an ethos where positive relationships are developed and recognised

- Encouraging the children to celebrate and respect each other's similarities and differences through RE and PSHEC lessons, circle time and assemblies and social skills/nurture groups

- Providing pupils and parents with information about bullying and where to get help and advice

- Raising awareness through Anti-Bullying week and Online Safety Day.

- Inform pupils and parents of the Anti-bullying Policy

- Providing regular training for all staff

POSITIVE DISCIPLINE FRAMEWORK

Every teacher in St. Luke and St. Philip's follows a classroom discipline plan. The plan provides a framework around which all classroom behaviour management efforts can be organised. The aim of the classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

The classroom discipline plan consists of three parts:
- RULES that children must follow at all times.
- POSITIVE RECOGNITION that students will receive for following the rules.
- CONSEQUENCES that result when children choose not to follow the rules.

RULES

Every class in the school need to have displayed the same basic rules:
- Follow instructions first time
- Keep hands, feet and objects to yourself
- To be respectful at all times

These rules are in place all day long, throughout all activities in and out of school. They inform the children clearly what basic behavioural expectations the teacher has.

PARENTAL SUPPORT FOR ALL PUPILS INVOLVED IN BULLYING INCIDENTS

The school endeavours to have open and supportive communication with parents in relation to all bullying incidents. Parents/Carers who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the 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. Parents/Carers and children are required to sign a home/school agreement when they join our school.

ROLE OF THE HEAD AND GOVERNING COMMITTEE
The school will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the head teacher to the governing committee on a termly basis and incidents are also reported to Cidari Academy Trust.
The definition of bullying is used as a guide to schools when reporting all bullying incidents. The school regularly monitor incidents of bullying and report to governors every term.

RESPONDING TO ALLEGED INCIDENTS OF BULLYING
As *a telling s*chool, it is the responsibility of any person who observes any incidence of bullying to tell a member of staff. Children need to know that incidents can be reported confidentially - if a child feels wary about reporting a bullying incident this could be done through the 'drop-in'

- The victim of bullying will be supported in recovery both emotionally and physically

- Where possible the school will follow a 'restorative approach' to the incident to help the perpetrator understand and change their behaviour

- In cases of serious bullying, the incidents will be recorded by staff following Cidari's report procedure

- In serious cases parents will be informed and asked to come to a meeting to discuss the problem

PROCEDURES FOR MONITORING AND EVALUATION OF POLICY
The school will monitor and evaluate bullying by:

- Keeping records of all incidents

- A range of data from pupil surve*ys*/questionnaires to find out views about school.

- Parental complaints, which are stored in the office.

- Information and evidence collected for the Healthy Schools Programme (emotional health and wellbeing)

- Discussions at staff meetings

- School Council used for Pupil Voice

OUTCOMES

- The school Positive Behaviour Management/Discipline Plan for consequences will be followed

- In serious cases, exclusion may be considered

- The perpetrator may be asked to genuinely apologise

- If possible, the pupils involved will be reconciled through following the 'restorative approach'

- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place through follow-up meetings with all pupils and staff involved.

CONTENT OF THE ANTI BULLYING CURRICULUM/ PROGRAMME
School staff can raise awareness of and tackle bullying through:

- PSHEC Lessons
- Circle time activities
- Whole school assemblies and class assemblies, based on the values
- Multi agency working
- Anti-Bullying *W*eek
- Online Safety Week

RESPONSIBILITIES
- All relevant staff will ensure that the Anti-Bullying Policy is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY
Teachers set high expectations for all pupils. Children of all abilities are expected to follow the Anti-Bullying Policy including:
- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

We believe all our children are entitled to benefit from equal access to work and equipment in school regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics
To ensure equality for all, teachers are committed to ensuring that through our Anti-Bullying Policy we:
- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

OTHER RELATED POLICIES

All subject policies should indicate their contribution to Anti-Bullying in school.

- Child on child abuse Policy
- PSHEC
- Child Protection and Safeguarding Policies
- Computing Policy
- Equality and Diversity Policy
- Anti-radicalisation policy
- Behaviour Management Policy
- SMSC

Policy reviewed: September 2023

Policy reviewed by: C. Holden

Agreed by governors: _____

Next review date: September 2025