



Anti-Bullying policy and procedures

Key Document Details

School Name: St Mary and All Saints

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Author: Chris Neal

Owner: Chris Neal

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Aims and objectives:

At St Mary and All Saints, bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce a consistent school response to any bullying incidents that may occur. 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. All children are to be encouraged to be aware of their own self-worth – this is reflected within the Christian ethos of this Church school.

Our Values

At St Mary and All Saints, we encourage all members of our community to '*be the best version of themselves, all of the time.*' We do this through the teaching and living of our values which encourage our pupils to take care of themselves, others and the environment they live in.

Safeguarding and ensuring the well-being of our pupils is the most important work that we do as a school and we use our values as a vehicle to promote a sense of inclusion and support our children's personal development, well-being and safety.

Our School:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

A Definition of Bullying:

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways that discriminate or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Seek pupil's views on our school and how happy and safe they feel.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support, inclusion team support, PSHE and RSHE lessons and consistent use of the school's values.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.

Involvement of Pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying activities in school.
- Offer support/intervention to children who have been bullied.
- Work with children who have been bullied in order to address the concerns that they have.

Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively

Responsibilities

The whole school understands that bullying is not tolerated, that we have a zero-tolerance approach to bullying, and understands the steps that will be taken to both prevent and respond to bullying.

The role of governors

The governing body supports the Principal in all attempts to eliminate 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 monitors any incidents of bullying reported to them. The governors require the Principal to keep accurate records of all incidents of formal and recognised bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body

The role of the Principal

- a) It is the responsibility of the Principal 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. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Principal ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- c) The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Principal sets the school climate of mutual support and praise for success to 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.
- e) The Principal works collaboratively with Senior Leadership to ensure that this policy is upheld.

The role of the teacher and teaching assistants

- a) Teachers and teaching assistants in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep a record on CPOMS of all incidents that happen in their class and that they are aware of in the school.
- b) If teachers and teaching assistants witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Inclusion lead, the teacher informs the child's parents.
- c) A record is kept on children's individual records on CPOMs, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or online. If any adult witnesses an act of bullying, they should inform the Inclusion lead who records the event on CPOMs.

- d) If, as teachers and teaching assistants, we become aware of any bullying taking place between members of a class, we deal with the issue immediately, in liaison with Inclusion lead. Appropriate support for the victim of the bullying will be put into place, and consequences for the child who has carried out the bullying will be implemented. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Senior Leadership team. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact external support agencies.

- e) Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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. 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.