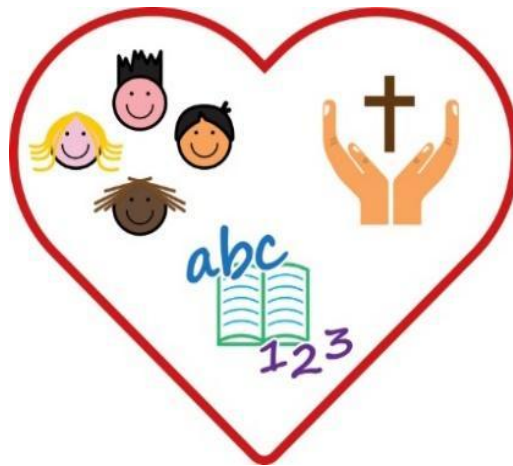


St Matthew's C.E. Primary Academy



ANTI-BULLYING POLICY

Reviewed: March 2024
By: J Chagas

Date of next review: March 2025

St Matthew's Church of England Academy – Anti Bullying Policy

Anti-Bullying Policy

Mission Statement:

St. Matthew's C.E. Primary Academy is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

Our school's values and beliefs

At St Matthew's CE Primary Academy we believe that:

- All pupils and staff have the right to feel safe, to learn to the best of their ability and to be treated with dignity.
- All bullying, of any sort, is therefore unacceptable. Pupils or staff who experience bullying will be supported. We recognise the effects that bullying can have on a person's feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

Aims

- Provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- Reduce and to eradicate wherever possible, instances in which a person is made to feel frightened, excluded or unhappy.
- Establish a means of dealing with bullying, and of providing support to those who have been bullied.
- Include all members of the school community fully in the life of the school.
- Ensure that all pupils, parents, staff and governors are aware of the policy and that they fulfil their obligations to it.
- Meet any legal obligations which rest with the school.

Our Definition of Bullying

"Behaviour by an individual, or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".¹

It can take many forms but the main types are:

- Physical – hitting, kicking; taking another's belongings
- Verbal – name calling; taunting; mocking; insulting; making offensive remarks
- Indirect – spreading nasty stories about someone; gossiping; offensive graffiti; exclusion from social groups, being made the subject of malicious rumours

¹ ([Preventing & tackling bullying. advice for Headteachers, Staff and Governing Bodies](#), June 2017. Page 8, Paragraph 1)

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- Cyberbullying –inappropriate text messaging; e-mailing; sending offensive or degrading images by phone or via the internet

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- racial harassment and racist bullying
- bullying on religious or cultural grounds
- bullying of pupils who have special educational needs or disabilities
- bullying related to appearance or health conditions
- bullying of young carers; looked after children or otherwise related to home circumstances
- sexual bullying
- the use of homophobic language or other improper conduct which may indicate homophobia

Classroom guidelines - discussion points

Any discussions with our children will take into account their age, development and personal circumstances.

In order to promote tolerant, non-abusive behaviour in their pupils and to protect themselves from accusations of bias or improper conduct when discussing homophobia or homosexuality in the classroom, teachers should:

- respect the age and stage of development of individual pupils
- let parents know that this is one of the topics that will be covered within the curriculum and invite discussion about this
- make pupils aware that people have a right to express their sexuality in any way which is within the law and a responsibility not to harass others, whatever their sexual orientation
- help pupils to understand that there are opposing but sincerely held views about homosexuality
- inform pupils that different societies have different attitudes towards homosexuality - it is accepted in some, tolerated in some, and completely outlawed in others
- provide pupils with accurate information about the law on homosexuality in this country
- acknowledge the risks associated with some sexual practices without reinforcing stereotypical assumptions and heterosexual and homosexual behaviour
- tell pupils that they are free to discuss everything which has happened in the classroom with their parents
- challenge any homophobic remarks which are made about pupils or teachers during any class discussion.

They **should not**:

- make any assumptions about any pupil's sexual orientation - it may take some time for this to be established - it may not happen until after the young person has left school - it is something the young person must decide for himself or herself
- discuss details of their own intimate personal lives (heterosexual or homosexual) with pupils.

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Creating an Anti-Bullying Climate in Our School

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; staff act as positive role models; where we all take responsibility for each other's emotional and social well-being and where we include and support each other.

We will draw on a range of expert advice, both locally and nationally, to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised.

Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum will be used to:

- raise awareness about bullying and our anti-bullying policy
- increase understanding for victims and help build an anti-bullying ethos
- teach pupils how to manage their relationships constructively with others

Current affairs, literature and historical events will be chosen to reinforce our anti-bullying approach. Circle Time, role plays and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Bullying will not be tolerated and we make this clear in the information we give to pupils, parents and staff when they join our school and within our policies and procedures. We will use school assemblies and collective worship to reinforce our message that bullying will not be tolerated. Periodic poster campaigns may be used on the school notice boards and in classrooms to remind pupils that bullying is not acceptable, and to tell them what to do if they are bullied. Anti-Bullying week will be used to raise awareness and celebrate good practice.

Lines of communication

- Circle Time – this provides opportunities to discuss issues around bullying in a non-threatening and open way.
- We will ask pupils where and when bullying occurs in school and we will supervise, and try to eliminate, any unsafe areas which they report to us.
- Pupils know they can approach our Learning Mentors and any staff in school to discuss concerns.
- Groups of children struggling to get on are identified and programmes of work are scheduled to help them voice their concerns and resolve their differences.
- All staff to be aware of spotting signs that may indicate bullying.

Reporting incidents of bullying behaviour involving pupils

- Pupils who feel they have been bullied should report this to their class teacher or the adult on duty as soon as possible.
- Pupils who see others being bullied should report this to their class teacher or the adult on duty as soon as possible.
- Pupils hearing about incidents of bullying from either victims or other children should report this to their class teacher, or the adult on duty as soon as possible.
- Members of staff, or visiting professionals, such as: those supporting SEN pupils; peripatetic teachers; other adults working with children, who receive reports that a pupil has been bullied should report this to the pupil's class teacher and the Headteacher.

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- Parents reporting incidents of bullying will be asked to follow the 'Complaints Procedure' initially informing class teachers, and then the Headteacher if appropriate.
- Reports of bullying or inappropriate behaviour will be logged by staff on duty as part of the school's normal procedures.
- Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form.
- All reports will be taken seriously and will be followed up by the senior teaching staff and the Headteacher.

Supporting children who have been bullied

We will provide support to pupils who are bullied or who perceive they are being bullied. They will be reassured that they do not deserve to be bullied and this is not their fault. We will:

- assure them that it was right to report the incident
- encourage them to talk about how they feel
- try to ascertain the extent of the problem
- engage them in making choices about how the matter may be resolved
- try to ensure that they feel safe
- discuss strategies for being safe and staying safe
- ask them to report immediately any further incidents to us, and reassure them that their report will be followed up and taken seriously
- affirm that bullying can be stopped and that our school will persist with intervention until it does

Measures to eliminate bullying

We will:

- interview the pupil (or pupils) involved in bullying separately
- listen to their version of events
- talk to anyone else who may have witnessed the bullying
- reinforce the message that bullying is not acceptable, and that we expect bullying to stop
- seek a commitment to this end
- affirm that it is right for pupils to let us know when they are being bullied.
- adopt a joint problem solving approach where this is appropriate and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others offering a support group approach.
- consider sanctions under our school's Behaviour Policy.
- advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- ensure that those involved know that we have done so.
- will contact the parents of any pupils involved in bullying at an early stage
- follow up after incidents to check that the bullying has not started again. This will be done on a regular basis.

Record keeping

We will keep records of incidents so that we become aware of and how we responded to them. Records are kept in a number of ways and may be used to help to identify patterns of behaviour, which can establish whether or not bullying is taking place. These records can take

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the form of CPOMS, a playtime behaviour monitoring notebook, the first aid record, records of discussions with pupils and parents (CPOMS) etc.

If necessary, we will invoke the full range of sanctions that are detailed in the school's Behaviour Policy. This also includes fixed term and permanent exclusion from school.

Our responsibilities

Everyone within school is expected to:

- act in a respectful and supportive way towards one another.
- raise awareness of the potential for bullying and its damaging effects on people
- adhere to and promote the objectives of this policy

Bullying outside the school premises

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates, on journeys to and from school and through electronic communication. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- talk to pupils about how to avoid or handle bullying outside of school
- talk to the Headteacher of the other school whose pupils are bullying
- where appropriate, advise the parents of a child who is being bullied to talk to the police.

We will discuss with the Trust on a case by case basis, if our circumstances ever require, the appropriate disciplinary action against pupils for bullying behaviour out of school hours. It is worth noting that Headteachers now have a statutory power to regulate pupils' behaviour/conduct outside of school.²

Concerns, complaints and compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we would ask that this is brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure.

Monitoring and evaluating our policy

We will evaluate our anti-bullying policy using the following measures:

- the numbers of incidents that are reported to staff over a term.
- the number of incidents which appear to involve one pupil or a specific group of pupils.
- pupils' perceptions of bullying in school through structured discussions in circle time.
- Pupil & Parent Surveys
- we will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied
- complaints and compliments that we receive from parents

The policy applies to all staff and all pupils. The Headteacher is responsible for introducing and implementing this policy. However all staff, pupils and their parents have an active part to play in the successful review, development and maintenance of the policy. The Local Governing

² ([Preventing & tackling bullying. advice for Headteachers, Staff and Governing Bodies](#), June 2017 Page 6, 'Bullying which occurs outside school premises.')

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Body and Trust will be given regular briefings on bullying within school, and will expect an annual report on the operation of this policy.