

Anti-Bullying Policy

March 2022

"Bullying is persistent and often premeditated action taken by one or more child, with the deliberate intention of either physically or emotionally hurting another child."

Introduction

The school has a behaviour policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

This policy should also be used in conjunction with the SEND policy, Safeguarding policy and Acceptable Use policy.

At St Saviour's we uphold and teach pupils about the British Values which are defined as democracy, rules of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs. We promote these values through our own school values (respect, honesty, perseverance, aspiration, friendship and forgiveness), through delivering a broad and balanced thematic based curriculum, philosophy and enrichment activities. These values underpin this policy and its related practices.

Bullying definition

Bullying, defined as a behaviour over a period of time, can be

- Emotional - being unfriendly, excluding, tormenting.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Sexual – unwanted physical contact or sexually abusive comments.
- Verbal – name-calling, sarcasm, spreading rumours, teasing.
- Electronic- all areas of internet, such as email & internet chat room misuse.
- Mobile threats by text messaging & calls. Misuse of associated technology, e.g. camera & video facilities.
- Prejudicial – bullying related to race, religion, culture, SEN, Sexual orientation or bullying of young carers or looked after children.

Bullying signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child: is frightened of walking to or from school; begs to be driven or escorted to school by an adult; changes their usual routine; is unwilling to go to school (school phobic); begins to truant; becomes withdrawn, anxious or lacking in confidence; starts stammering; attempts or threatens suicide or runs away; cries themselves to sleep at night or has nightmares; feels ill in the mornings; begins to do poorly in school work; comes home with clothes or property damaged; asks for money or starts stealing; has unexpected cuts or bruises; becomes aggressive, disruptive or unreasonable; bullies other children or siblings; stops eating; is frightened to say what is wrong; gives improbable excuses for any of the above; is afraid to use the internet or mobile phone; is nervous or jumpy when a cyber message is received.

Aims and objectives

Prevention of bullying is firstly achieved through the development of a school ethos in

which bullying is regarded as totally unacceptable. As a Christian church school, we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the commandment to 'love your neighbour as you love yourself'.

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community. All adults and staff within the school will be aware of how to identify bullying and what to do if it occurs.

Anti-Bullying Strategy

The Role of Governing Board

The Governing board supports the Principal in the employment of anti-bullying strategies.

This policy statement makes it very clear that the Governing Board does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. Bullying is never acceptable and all members of the school community are expected to treat each other with kindness and respect.

Our policy meets the criteria for Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

The Governing Board require the Principal to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The Principal retains responsibility for reviewing the effectiveness antibullying strategies and together with the Governing board, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Principal in response to a bullying incident, they have the right to make a formal complaint to the Governing Board. The Governing Board will respond to any formal complaint within ten school days and must notify the Headteacher of the need to conduct an investigation into the case and to report back to a representative of the Governing Board.

The role of the Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and regularly keep the policy under review, reports will be submitted to Governing Board.

The Principal has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHCE lessons and when dealing with specific incidences of inappropriate behaviour.

The Principal has specific responsibility for developing a school culture of mutual support and praise, thus 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.

Informal communications between staff and with parents are undertaken immediately a bullying issue arises. Where appropriate this is shared with other members of staff at our weekly meetings and ways of addressing individual problems are discussed.

The Role of all Staff Members

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If members of staff witness an act of bullying, they support the children involved following discipline and behaviour procedures and involving the Parent Involvement Lead or a Senior Member of staff to provide support or appropriate sanctions. This is mainly achieved through 1:1 counselling.

All staff must follow the agreed Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances which are associated with any incidence. These are subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our Behaviour and SEN policies.

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

The Role of Parents

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 community.

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.

The effectiveness of our anti-bullying strategies are monitored by the principal on an ongoing basis and written reports are submitted to the Local Governing Committee identifying any behaviour issues on a regular basis.

Prevention

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school values and why these are important;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays;
- having discussions about bullying and why it matters;
- holding Anti – bullying weeks;
- Incorporating the Christian and British values in all we do in school.
- Online safety lessons
- PSHE lessons

Procedures

Report bullying incidents to any school staff.

These reports will be passed to Kelly Weir and Lynn Davis.

All cases of bullying will be recorded in the school's bullying register. Parents should be informed and will be asked to come in to a meeting to discuss the problem. If necessary and appropriate, police will be consulted. The bullying behaviour or threats of bullying must be investigated and the bullying must be stopped quickly. Action will be taken to help the bully/bullies change their behaviour.

Written March 2022

Review September 2022

Principal L Davis

Signed 

Chair of Governors M Weller



Signed

Bullying – A Charter for Action

Name of School _____

Name of Local Authority _____

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ 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 quickly 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 anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

Can I talk to you? I'm being bullied!

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

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www.teachersunion.org.uk



nga National Governors' Association



ASCL Association of School and College Leaders

NAHT National Association of Head Teachers

department for
children, schools and families

ADCS
Leading Children's Centre



PAT

UNISON
the public service union

