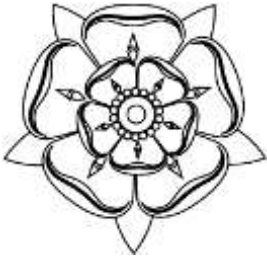


## West Heselton CE Primary School Anti-bullying Policy

“Children are at the centre of all we do”



We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are –  
Love, Joy, Self-control, Peace, Kindness, Patience, Generosity, Gentleness,  
Faithfulness. Galatians 5:22 – 23

### 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.

### 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.

### I. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. 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 (but not limited to):

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 should tell someone in school if they feel they are being bullied- e.g. teachers, other adult staff, peers. Reports will be taken seriously and investigated as below.

### **Reporting – roles and responsibilities**

Staff - All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff - The headteacher has overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents/carers - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Pupils – All staff make it clear that pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

## **3. 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, report this to the Headteacher and file the incident centrally in the behaviour file.
2. Designated school staff will monitor incident reporting forms in the file and analyse the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
4. Support will be offered to the target of the bullying from their class teacher or other nominated member of staff and through the use of restorative justice wherever possible.
5. Staff will proactively respond to the bully who may require support from an adult 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.

## **4. 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.

## **5. 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, SIMS or other school databases] 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.

## **6. 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.

## **7. School strategies to prevent and tackle bullying**

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

Restorative justice systems provide support to targets of bullying and those who show bullying behaviour. Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation through pupil voice sessions and surveys eg GUNY.

Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## **8. Training**

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

## **9. 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.

## **10. 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 in consultation with the whole school community including staff, pupils, parents, carers and governors.

Introduced: Spring 2020

Next review: Spring 2021 or sooner if required, alongside the discipline and good behaviour policy.