St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

St Mary's C of E Primary School Hadleigh

Anti-Bullying Policy

Adopted: November 2024 Review date: Autumn 2025

Anti-Bullying Policy Principles

At St Mary's C of E Primary School, our core purpose is to promote the best interests of the child, working in partnership with parents and other professional services. St Mary's is a compassionate, Christian school and we seek to model the school's Christian values through providing appropriate, effective support for individual children and the whole school community. We recognise the significant impact that bullying can have on children's esteem, confidence, social relationships, emotional wellbeing and mental health. It can also have an impact on a child's ability to learn effectively and their future life-chances. We help our children develop an awareness of themselves as community members and help them to make choices and take action to contribute to society. We understand that learning to recognise and deal with bullying is an important part of the learning that goes on in our school.

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also takes account of the DfE statutory guidance 'Keeping Children Safe in Education' 2021; 'Sexual violence and sexual harassment between children in schools and colleges' guidance; and Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools'.

Policy Objectives

Bullying is wrong and can have a serious impact on children's emotional wellbeing and capacity to learn. Therefore, we do all we can to prevent it, by developing a compassionate school ethos in which bullying is regarded as unacceptable.

Our objective, as a school, is to produce a safe and secure environment, in which everyone can learn and work without anxiety. We aim to equip children with the values and moral foundation that will enable them to be caring, empathetic members of the school community, preparing them for life beyond school.

This policy aims to:

- Set out the school's opposition to all forms of bullying behaviour;
- Set out what the school will do to prevent and respond to all forms of bullying;
- Raise awareness of issues related to bullying;
- Help staff members identify bullying behaviour;
- Identify the roles and responsibilities for school staff members and governors;
- Ensure that all members of the school community are treated equally;
- Involve all members of the school community, working together to prevent and tackle bullying;
- Produce a consistent school response to bullying and develop an anti-bullying culture, in which bullying is not tolerated.

Vision

St Mary's C of E Primary School is a caring, Church of England school, whose values are built firmly on a Christian foundation. We have an expectation that children and adults will behave with mutual respect and kindness towards one another and engender a trust that will lead to positive relationships. We also believe that children need to take responsibility for their behaviour and the choices they make.

The school's Anti-Bullying Policy reflects our Christian vision:

"Love one another. As I have loved you, so you must love one another." John 13:34

Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.

We are an inclusive school, welcoming all children with respect, understanding and dignity. We have a duty of care to the children and will demonstrate the compassion and understanding that allows all children to flourish. In the context of this policy, this means that we aim to provide a safe and welcoming environment, underpinned by a culture of praise and positivity. This includes working actively to promote respect and tolerance for all and ensuring that bullying of children or adults in the school community is not tolerated. Bullying is addressed explicitly and directly through developing a compassionate culture, through preventative work and by responding appropriately when bullying occurs. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children.

Values

The school promotes strongly our Christian values and our caring ethos through collective worship, class displays and regular rewards. Teaching children about the school's Christian values is one of the main ways that we promote positive behaviour and prevent poor behaviour from occurring. When dealing with incidents of misbehaviour, staff members routinely refer to the school's Christian values and high expectations of behaviour. These Christian Values underpin all our interactions with children and our decisions about how to deal with misbehaviour. Our core Christian values include RESPECT, COMPASSION and FRIENDSHIP. In the context of this policy, the values of COMPASSION and RESPECT are of particular importance.

Jesus showed kindness, mercy and compassion, and the love of God for everyone. At St Mary's we aim to treat others how we would like to be treated, show empathy in a wide range of circumstances and help people so they feel cared for, just as God cares for us.

'Clothe yourselves with compassion, kindness, humility, gentleness and patience'. Colossians 3:12

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Procedure
- Safeguarding and Child Protection
- Online Safety and Acceptable Use Policies (AUP)
- Equalities and Accessibility
- Curriculum Policies, including Personal Social and Health Education (PSHE), Relationships, Sex & Health Education (RSHE) and Computing

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Definition of Bullying

There is no legal definition of bullying. However, guidance from the DfE ('Preventing and tackling bullying', July 2017) **defines bullying as: "…behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."** We have adopted this definition in school.

Bullying behaviour is:

- Repeated, regular, wilful or persistent;
- Intended to cause physical or emotional harm;
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation;
- Often related to an imbalance of power, leaving the person who is bullied feeling defenceless.

Bullying may be 'direct' behaviours, such as: physical assault (e.g. kicking, hitting), making threats, name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti;

We recognise that bullying may also be 'indirect', for example ignoring, excluding people from groups to socially isolating them, gossiping and spreading rumours.

Bullying includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

There is a distinction between bullying, which is repeated behaviour over a period of time, and individual acts of unkindness. General misbehaviour is covered in the separate Behaviour Policy.

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. Therefore, we seek to foster a culture of openness; through developing positive relationships with our pupils and coming to know them as individuals, we aim to build the trust that will support pupils in reporting incidents and issues.

We recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Bullying is recognised by St Mary's C of E Primary School as being a form of child on child abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support, regardless of the nature of the abuse or where the abuse takes place.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including, but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Responsibilities

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, through appropriate discussion with the Headteacher, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. The number of prejudice-related incidents is reported to governors every term in the Headteacher's Report, which allows governors to monitor patterns of bullying related to prejudice. Prejudice-related incident data is sent to the Local Authority or St Edmundsbury and Ipswich Diocesan Multi Academy Trust on request.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask for the school's Complaints Procedure, which will involve the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff members (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher monitors behaviour incident records in order to help identify patterns of misbehaviour and bullying. The Headteacher will support teachers in managing behaviour in accordance with the Behaviour Policy.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. This is achieved through:

- Reference to behaviour and the school rules in Collective Worship;
- Reinforcing the school's Christian values in Collective Worship;
- Ensuring that safety, bullying and cyberbullying are included in the school's curriculum;
- Reference to the school rules and Christian values when dealing with behaviour incidents and bullying.

The Headteacher ensures that staff members receive training to be equipped to identify and deal with misbehaviour, including bullying. This includes Behaviour Safe training, which is regularly updated.

The Headteacher ensures that relevant policies are reviewed every two years or sooner in response to specific incidents or changes in guidance.

The Headteacher will liaise with external agencies, such as the school nursing team, the Early Help Team, the Emotional Wellbeing Hub and therapeutic services. External referrals and liaison may be delegated to other leaders and staff members, including the Special Educational Needs and Disability Co-ordinator (SENDCo), the Pastoral Support Worker and Designated Safeguarding Leads (DSLs).

The Headteacher sets the school climate of mutual support and praise for success, so 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.

Furthermore, the Headteacher leads the school in developing a culture in which compassion, respect, forgiveness and empathy are the basis for adult relationships with children. In this environment, staff members are encouraged to take the time to listen to children and address their anxieties as a priority. This includes working positively with the perpetrators of behaviour incidents and bullying so that they are supported in improving their behaviour rather than just being subjected to sanctions. It is recognised that those responsible for bullying may also be vulnerable and their behaviour may reflect their own anxieties or personal problems. Their self-esteem and emotional wellbeing may need to be addressed in order to prevent further bullying.

The Headteacher ensures that the school's Christian ethos and values support and inform Collective Worship, encouraging positive behaviour and reinforcing respect for others.

In accordance with the Behaviour Policy, the Headteacher reserves the right to exclude pupils for serious or persistent breaches of school rules and this may include bullying.

The role of the teacher and support staff

All staff members take all forms of bullying seriously, and seek to prevent it from taking place. All staff members are expected to understand and implement school policies, including those for:

- Behaviour;
- Safeguarding and Child Protection;
- Online Safety;
- Acceptable Use of ICT;
- Anti-bullying;
- Equalities and Accessibility.

If staff members do not understand school policies, they must seek advice from school leaders.

Staff members keep records of behaviour incidents in CPOMS, our online recording system. If bullying has occurred, or is alleged to have occurred, this must be recorded clearly in CPOMS and **a senior leader must be informed**. Records must give sufficient detail about locations, those involved, the nature of the incident/bullying and any triggers that patterns of bullying can be identified easily. Teachers and senior leaders monitor the behaviour records so that they can identify and address any emerging patterns of misbehaviour or bullying, such as the individuals or groups involved, the locations and times it takes place or the nature of incidents.

If staff members witness an act of bullying, they must intervene and ensure that pupils are safe. They may investigate it themselves or refer it to a senior leader. Teachers and support staff must do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with a senior leader, the teacher informs the child's parents.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve comfort and support for both the victim and the bully. Time is spent talking to the child who has bullied: explaining why his or her action was wrong and that child is encouraged to change his or her behaviour in future.

If a child is repeatedly involved in bullying other children, a senior leader must be informed. We may 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 Pastoral Support Worker, a senior leader, DSL or SENDCo may contact external support agencies, such as the school nursing team, the Early Help Team and therapeutic services.

All members of staff are expected to be familiar with school policies and procedures in relation to behaviour and bullying. Staff members are invited to attend training, such as Behaviour Safe, which equips them to identify misbehaviour and develop strategies to manage incidents. At any time, a majority of staff members will have undertaken this training. They are expected to engage with training professionally and implement what they have learned appropriately. Where repeated incidents mean that we can identify behaviour triggers and anticipate misbehaviour, teachers, supported by senior leaders, will write safety risk assessments and behaviour plans as appropriate. Risk assessments are shared with all relevant staff members, including lunch time supervisory staff, so that behaviour is managed consistently and effectively.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use techniques such as drama, role-play and social stories, within the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Class worship and whole-school achievement assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Certificates are given out weekly to children who have demonstrated the school's Christian values, rewarding those who show respect and compassion for others.

Children learn about positive social interaction and the impact of bullying explicitly in PSHE lessons. The school's Christian ethos and school values inform these lessons and class worship sessions, which often focus on treating others with respect.

Teachers agree with pupils how worries should be shared within their classroom and ensure pupils are aware of how to communicate any concerns. For example, pupils may be asked to put their name or a concern in a 'worry box'. Methods of communication may be individually tailored for pupils who suffer particular anxiety or need more time to review an event. Individualised support may include the use of scales for pupils to show their anxiety or a 'worry book' to record issues they would like to discuss. Teachers will agree the most appropriate approach with the child, based on their age and understanding.

Teachers and parents may refer pupils who require additional emotional or social support to the Thrive Practitioner or the Pastoral Support Worker. The Pastoral Support Worker may co-ordinate internal support or refer to external agencies, such as play therapists. In such circumstances, the Pastoral Support Worker will liaise directly with parents. Children who would benefit from emotional support or improving their social skills may work closely with a member of the support staff, individually or in a small group, to develop their emotional and social understanding. In the context of this policy, such support could be given to either a victim or perpetrator of bullying according to their particular needs and circumstances.

The role of parents

Parents should reinforce the school's message about respecting everyone, recognising the difference between misbehaviour and serious bullying.

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, allowing the school the opportunity to manage the situation appropriately and in accordance with the school's policies. If parents are not satisfied with the response, they should contact the headteacher.

Pupils are more likely to follow the Anti-Bullying Policy and behave appropriately when parents work supportively, in partnership with the school. Parents have a responsibility to

support the school's Anti-Bullying policy, actively encouraging their child to be a positive member of the school community and reinforcing the school's Christian values.

The role of pupils

Pupils are expected to follow the school's Anti-bullying Policy and to treat others with compassion. Pupils are expected to be tolerant of other people and groups, showing respect for all.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in regular pupil questionnaires. Each class contributes to managing good behaviour in school by developing class rules collectively.

<u>Preventing Bullying</u>

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Relate pupils' behaviour to the school's Christian vision and values, using opportunities in collective worship to reinforce an ethos of respect and compassion for others. Pupils who display the school's Christian values will be recognised and rewarded in order to encourage respectful, positive behaviours. The values must be part of the 'daily conversation' in school and should be referred to regularly by school staff members.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference, including children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create 'safe spaces' for vulnerable children and young people. PSHE lessons will be used to explore where pupils feel safe and unsafe in school. There is an agreed 'quiet space' outside in the spiritual garden. Other spaces may be agreed individually with pupils who feel vulnerable.
- Celebrate success and achievements to promote and build a positive school ethos.
- Give children plenty of well-supervised opportunities to keep them busy and out of trouble. For example, encourage older pupils to organise games for younger children. At break and lunchtimes, staff are active, interacting with children to ensure they are relating to one another positively.

- Use Personal Social and Health Education (PSHE) and Relationships and Sex Education (RSE) to teach children how to stay calm in difficult situations and practise being assertive. Role play and social storytelling are good strategies for this.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns, including class-based systems to share worries agreed with pupils.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises, for example on the way to or from school and online.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied, including restorative conversations facilitated by staff members.

Education and Training

The school community will:

- Support all staff in identifying all forms of bullying and in taking appropriate action, following the school's policy and procedures (including recording and reporting incidents). Staff are expected to be familiar with the types of bullying set out in this policy, understanding that some groups of pupils may be particularly vulnerable to bullying, for example those with Special Educational Needs or Disabilities (SEND).
- Staff members must be familiar with the possible signs and symptoms that a child may be a victim of bullying as set out in this policy.
- Hold discussions during staff meetings and professional development days that regularly include pupils' wellbeing, managing behaviour and strategies for dealing with incidents, so that all staff feel confident in the collective approach to behaviour management.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as theme days/weeks, displays, assemblies, peer support and the school council.
- Provide opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem. This may include small-group social intervention work or bespoke one-to-one support.
- Use assemblies, PSHE and RE lessons and other class-based discussions are used to promote the unacceptability of bullying. Activities used to support the curriculum include stories, drama, and open discussion about the causes and effects of bullying and what to do if you are being bullied.

Involvement of pupils

We will:

- Involve pupils in devising class rules and discussions about bullying, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children's views on behaviour and the extent and nature of bullying, using their feedback to address any issues raised.
- Talk to children about safety issues, including bullying, and 'map' safe and unsafe areas in school. These 'mapping' exercises will then be used to address any concerns raised by the children.
- Ensure that all pupils know how to express worries and anxieties about bullying with agreed systems in classrooms, such as a 'worry box'.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Seek feedback from parents, such as through surveys, and use this to inform reviews of school policies and practices.
- Make sure that the school's Anti-Bullying Policy is published on the school website, so that key information is available to parents and to ensure they are aware that the school does not tolerate any form of bullying.
- Ensure all parents/carers know whom to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ask that parents work with the school to model positive behaviour for pupils, both on and offline.
- Ensure the school's Complaints Procedure is published on the school website, so that parents are aware of how to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The Local Governing Body will ensure that they regularly review the policy and its implementation in school.
- The Headteacher will report to Governors about the effectiveness of the policy upon request, which may include anonymised data about bullying incidents in school. Information about prejudice-related incidents is included in the termly Headteacher's Report to Governors.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns and will consider reviewing the policy as necessary.

Responding to Bullying

Actions taken may depend upon the age and understanding of the pupils involved. The following steps may be taken when dealing with incidents of bullying reported to the school:

- Behaviour incidents must be routinely recorded in behaviour and playground logs so that patterns of misbehaviour or poor relationships can be easily identified.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm. This support may be short term, such as providing compassionate care immediately following an incident, or longer-term intervention, such as restorative work or one-to-one work on self-esteem and wellbeing.
- The member of staff who has dealt with the bullying incident must record it in behaviour logs.
- The member of staff who has dealt with the bullying incident must also alert a senior leader to ensure that they are aware and can support in investigating or managing the situation.
- When bullying is investigated, all pupils involved must be part of that investigation and have opportunities to have their voice heard.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- Senior leaders will inform other staff members where appropriate, to support in monitoring future behaviour and relationships.
- Parents/carers of both the victim and perpetrator will be informed by school staff, ensuring that there is a clear, consistent and accurate explanation of an incident, unless informing a parent would present a safeguarding risk and put the child at imminent risk of significant harm.
- Sanctions (as identified within the school Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services, including early help or children's social care (if a child is felt to be at risk of significant harm).
- The school will record a clear and precise account of the incident in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Teachers will consider their curriculum in light of bullying issues and may, for example, plan additional learning activities on personal safety, respect, diversity and tolerance.
- For serious or persistent breaches of the school's Behaviour Policy, such as physical assault, dangerous behaviour or bullying, the Headteacher will consider exclusion. Exclusion may be for a fixed term or may be permanent.

Behaviour Outside School

School staff members can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.

School staff members can discipline pupils for misbehaviour outside school (including cyberbullying). The law allows for schools to discipline pupils for non-criminal misbehaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If serious misconduct, such as bullying, is witnessed outside school by a staff member or is reported to the school, this is referred to a member of the Senior Leadership Team. School leaders may impose the same sanctions as those for misbehaviour that takes place in school. Parents are informed of the nature of the reported behaviour and the action taken.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, Designated Safeguarding Lead or a member of staff of their choice (if possible).
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Giving clear guidance on how they should record or share any ongoing worries, such as through a 'worry box' or 'worry book'.
- Working towards restoring self-esteem and confidence.
- Provide ongoing support, which may include working and speaking with staff, offering formal counselling and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to access further or specialist advice and support. This could include support through the school Nursing Team, Early Help or Specialist Children's Services or the Emotional Wellbeing Hub (EWH) or referral to an external agency, such as a play therapist.
- Form a 'circle of friends' – a small group who will support a victim and make him / her feel accepted.
- We will consider whether the pupils involved require emotional and social support internally, which can be provided by classroom staff, the Thrive Practitioner, the Pastoral Support Worker, or lunch time nurture groups.

Pupils who have bullied will be helped by:

- Recognising that the perpetrator may be communicating unmet needs through their bullying behaviour and showing professional curiosity in looking beyond the immediate issue to understand and address underlying causes.
- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.

- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term and/or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include involvement from the police or referrals to external agencies, such as Early Help, therapeutic services or the EWH or referral to an external agency, such as a play therapist.
- We will consider whether the pupils involved require emotional and social support internally, which can be provided by classroom staff, the Thrive Practitioner, the Pastoral Support Worker, or lunch time nurture groups.

Principles for dealing with bullying

In considering how to respond to bullying behaviours, staff members are expected to consider the following key principles.

- We model and apply the school's Christian values with regard to managing situations and offering support in a compassionate and respectful manner.
- We will not ignore bullying.
- Staff should not make premature assumptions and must be prepared to listen to all pupils involved. All accounts of incidents should be listened to fairly.
- Establish the facts and what happened in a calm manner.
- If versions conflict, ask for more information from witnesses and then apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen.
- Avoid confrontation.
- Speak calmly and avoid shouting if possible.
- We will make every effort to adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves.
- When parents need to be informed, consider how this can be done sensitively.
- We will follow up to check bullying has not resumed.

Signs and Symptoms

A child may indicate through signs or behaviours that he or she is being bullied. Of course, if children present these symptoms, it does not necessarily follow that they are being bullied at school. However, adults should be aware of these possible signs and that it may merit investigation if a child:

- Is frightened of walking to or from school;
- Doesn't want to go on school/public buses;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;

- Becomes withdrawn, anxious or lacking in confidence;
- Changes in speech and language;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Regularly feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or "go missing";
- Asks for money and starts stealing money (to pay bully);
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home hungry (money/lunch may have been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Gives improbable excuses if any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous and jumpy when a message is received on an electronic device.

This list is not exhaustive but should prompt staff members to show professional curiosity and reflect on signs a child may be presenting. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Online Safety and Cyberbullying

Cyberbullying is bullying that takes place using technology. For example, a pupil may be bullied via text messages, gaming sites or social media sites. Cyberbullying can be particularly serious for victims because it is intrusive and can take place at any time, even when pupils are at home. As young people routinely socialise online, cyberbullying can be extremely isolating. Not using technology is not an effective way to prevent or react to cyber bullying as this can reinforce the effects of isolation.

Like all forms of bullying, cyberbullying is an issue for the school community and needs to be tackled in partnership with parents and pupils. Therefore, online safety and cyberbullying form part of the school's computing and PSHE curriculum and are taught explicitly throughout the school. It is important that parents have an understanding of online safety and cyberbullying in order that they can help to prevent it occurring or support their children appropriately if they are a victim. To support parents, the school will send home information about online safety and cyberbullying periodically. The school will also use other opportunities to share information with parents, such as occasional training and information-sharing meetings.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying and, if thought necessary their parents/carer to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - Looking at use of the school systems;
    - Identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school's Behaviour Policy. The Education Act 2011 allows the headteacher, or someone authorised by the Headteacher, the right to seize an electronic device to examine data or files if there is good reason to do so. Material on devices that staff members reasonably suspect may be evidence of an offence must not be deleted and the device may be shared with the police.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply;
    - Providing advice on blocking or removing people from contact lists;
    - Helping those involved to think carefully about what private information they may have in the public domain.

We recognise that staff members may also be victims of cyberbullying, such as internet messages that undermine or ridicule them. Whether the perpetrator is a pupil or an adult, this is unacceptable. Staff members should save or print messages or website pages and report incidents to a school leader immediately. If the perpetrator is a current pupil, the school would implement the Behaviour Policy and the appropriate sanctions. If it is an adult, then a senior leader may discuss the issue with them and they may be asked to remove the offending material. If relevant, the appropriate way to make a complaint will be discussed. If the perpetrator refuses to remove the offending material, the matter may be

reported to the relevant social networking site. Alternatively, it may be reported to the police if comments are threatening, abusive, sexist, of a sexual nature or constitute a hate crime. Online harassment is a crime.

Equality and Prejudice-Related Incidents / Bullying

This policy should be considered alongside those for safeguarding, equalities, health and safety, anti-bullying and Special Educational Needs and Disabilities (SEND). We treat each individual equally and take seriously any behaviour incidents that relate to prejudice, for example bullying that relates to SEND, caring duties, race, religion, gender, sexual orientation or transgender status. Prejudice-related incidents are reported each term to the Local Governing Body. Sanctions are applied fairly and reasonably, taking into account any SEND the pupil may have. In accordance with this policy, repeated prejudice-related incidents involving the same perpetrator may be classed as bullying behaviour.

All staff members must be prepared to challenge discrimination and any behaviour related to prejudice. Prejudice-related incidents must be recorded in behaviour logs and on Prejudice-Related Incident forms available from the Headteacher. Parents of both victims and perpetrators must be informed following a prejudice-related incident unless there is a recorded reason for not doing so, such as a safeguarding concern.

All staff must be prepared to tackle discrimination and deal with such incidents as they occur. However, all discriminatory incidents must be recorded and Senior Leaders must be alerted. The definitions and examples below are not exhaustive but are intended to support staff members in identifying and appropriately reporting a prejudice-related incident.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;

- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Data about prejudice-related incidents is reported to the Local Governing Body every term and to the Multi Academy Trust / Local Authority if requested.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Reference must always be made to the schools Code of conduct, Complaints Procedure and Disciplinary Procedure.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an opportunity to discuss the concern with a senior leader. Advising them to keep a record of the bullying as evidence and discuss how respond to concerns as appropriate.
- Reassuring and offering appropriate support to build resilience.
- Where bullying takes place off school site or outside of normal school hours (including online), the school will still investigate and ensure that appropriate action is taken in accordance with the Behaviour Policy.
- Reporting offensive or upsetting content and /or accounts to the service provider, where the bullying has occurred online, as appropriate.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Signpost staff members to appropriate wellbeing support through the Employee Assistance Programme.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's Code of Conduct, Complaints Procedure and Disciplinary Procedure as appropriate.
- If online, requesting that content is removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Application

This Anti-Bullying Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied, for example because of a pupil's Special Educational Needs or Disability (SEND), but the same principles of promoting respect, compassion and good behaviour through the policy will always apply.

Appendix 1: Useful links and supporting organisations

Preventing and Tackling Bullying (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Educate against Hate: www.educateagainsthate.com/
Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnados LGBT Hub: www.barnados.org.uk/what_we_do/our_work/gbtq.htm
Metro Charity: http://www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: http://www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Schools' guide: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools- Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance: advice for professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullying.org.uk/tools-information/all- about-bullying/sexual-and-gender-relate