



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Hebrews 10:24)

Anti-Bullying Policy

Policy number:

Frequency of Review: 3 years

Drafted: April 2021

Date of Ratification:

Ratified by:

Date of Next Review: April 2024

To be read and reviewed in conjunction with:

Vision, Values and Curriculum

Safeguarding

Behaviour

SMSC

Relevant DfE Publications:

Preventing and tackling bullying:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyber Bullying:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Advice for parents and carers on cyber bullying:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

This policy has been adapted from the Church of England Education Office's model policy as set out in Appendix D of **Valuing all God's Children:**

https://www.churchofengland.org/sites/default/files/2019-06/Valuing%20All%20God%27s%20Children%20Report_o.pdf

Introduction

In keeping with our school vision, “*Encouraging everyone’s light to shine*”, we believe that everyone, each pupil and member of staff, has an important part to play in ensuring that all members of our school community feel respected and valued. In order to achieve this, we speak openly about and celebrate difference. The love which pervades our school enables pupils and staff to remember 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 caring 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.

1. 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:

- 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
- Any other reason or factor

2. Reporting bullying

Staff

- Staff have a duty to challenge all forms of bullying including sexist, racist, homophobic or any other bullying or language.
- Any incident involving the use of bullying language should be fully investigated and recorded on CPOMS.
- Where, following investigation, it transpires that such language has been used without intending to be hurtful (for example where a pupil has repeated a phrase or word they have heard at home without understanding what it means) this should be dealt with under the school's Behaviour Policy and consequence work should be undertaken with the pupil and logged in accordance with the Behaviour Policy.
- Where, following investigation, it transpires that the incident was intended to be hurtful and meets the bullying definition threshold in Section 1, the incident will be referred to a member of the Senior Leadership Team who will respond as set out in Section 3.

Families

- Families also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration) which they should report to the school by speaking to either their child's class teacher or a member of the Senior Leadership Team as appropriate.

Pupils

- Pupils are encouraged to speak out on their own behalf if they are being bullied or on behalf of someone else if they are aware of an incident involving bullying.
- Pupils are reminded regularly what it means to be a 'bystander' and that this is never acceptable.
- Pupils are encouraged to report any bullying related incident to a member of staff.
- Pupils are encouraged to support any victim of bullying.

3. Responding to bullying

When, following an investigation, bullying has been found to have occurred, the following actions will be taken:

- Staff will record the incident on CPOMS and alert all relevant members of staff. The incident will also be logged on SIMS.
- Support will be offered to the target of the bullying. Support will vary on the nature of the incident and the wishes of the victim but could include: the use of a restorative programme with the perpetrator; protective behaviours or self-esteem programme; social skills or friendship programme; pastoral or nurture programme; peer mentoring or buddying and time to talk or counselling services.
- Staff will proactively respond to the bully who may require support from the Inclusion Team, class based or peer-based.
- Families of the perpetrator and the victim will be notified and they will be informed of the support planned.

- Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.
- Senior leaders monitor bullying incident reporting on CPOMS and analyse results.
- The Headteacher reports to the Governing Body on a termly basis.

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, families, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy. Where bullying is reported to have happened outside of the school, the school will launch an investigation, gathering any available evidence in order to decide upon the most appropriate course of action, which will be taken in line with the processes laid out elsewhere in this policy.

5. 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.

Where a prejudice-based incident has occurred, the Senior Leadership Team will consider whether an individual, class-based or whole-school initiative is needed to address the underlying prejudice.

Any prejudice-based incidents are monitored by the Senior Leadership Team and report termly to the Governing Body by the Headteacher.

6. School strategies to prevent and tackle bullying

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

- Our school vision promotes love and respect for all members of our community where all are known and loved by God.
- We use pupil-friendly anti-bullying posters and displays to remind children what constitutes bullying and what to do if they are the victim of or witness bullying of any kind.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing school-wide anti-bullying initiatives.
- Working with families to tackle bullying where appropriate.
- Communicating with families to ensure understanding of bullying and our approaches to dealing with it.

7. Training

The Headteacher is responsible for ensuring that all school staff (including governors and volunteers) receive regular training on all aspects of the anti-bullying policy.

8. Monitoring the policy

The Headteacher is responsible for monitoring the policy on a day-to-day basis; for ensuring that all staff are following this policy and that recorded data on bullying is recorded, analysed and any trends noted and reported.

9. Evaluating and reviewing

The Governing Body is responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks, focus groups with pupils and attendance at School Council meetings. If further improvements are identified, the policy will be reviewed and updated before the usual review cycle date.