

St Mary & St Thomas Church of England Primary School



Anti-bullying Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

This policy should be read in conjunction with the DfE Guidance on Preventing and Tackling Bullying in School as well as statutory responsibilities for schools and local authorities – Equality Act 2010, Education Act 2002 and Education and Inspections Act 2006, Section 21(5) as well as school's Safeguarding Policy, Behaviour Policy, PSHE Policy and E-safety policy.

In this Trust, bullying and other forms of unacceptable intimidation, including cyberbullying by internet or mobile phones will not be tolerated.

All will treat others with kindness and respect, and all will care well for each other.

All will come to school without fear, and they will be happy and safe in school.

Everyone will be vigilant, and they will act promptly to intervene if there are any signs or reports of bullying.

The staff and Directors of The Three Saints Academy Trust consider that bullying takes many forms and includes the following types of behaviour:

Physical Bullying

Verbal Bullying

Indirect Bullying

Cyberbullying

Homophobic Bullying (including Biphobic, Sexist and Transphobic Bullying)

What is Bullying?

There are many definitions of bullying, but most consider bullying to be:

"Deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves."

This definition recognised and accepted in case law (Hansen v Isle of White Council)

The Government defines bullying as:

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

Bullying is therefore:

Repetitive and persistent

Intentionally harmful

Involves an imbalance of power.

Due to the nature of bullying, it may also be classed as Hate Crime

Hate crime can be defined as:

"Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation."

Cyberbullying can be defined as:

"Any cyber-communication or publication posted or sent by a minor online, by instant messenger, email, website, diary site, online profile, interactive game, handheld device,

cell phone or other interactive device that is intended to frighten, embarrass, harass or otherwise target another minor.”

Physical

Any physical assault such as pushing, kicking, hitting, punching, hair-pulling, spitting.

Verbal

Such as name calling or using nasty language such as homophobic language

Emotional

Being unfriendly and left out on purpose

Homophobic

Use of homophobic language, such as the use of the word “gay” when describing something in a derogatory way. Being left out or picked on for not behaving in a stereotypical girl or boy way. Families being called.

Homophobic Bullying – occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Biphobic Bullying – bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity, they can feel marginalised by both the straight world and the lesbian and gay community.

Sexist Bullying – based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Transphobic Bullying – Trans* is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender forms. When children/young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them. It is commonly underpinned by sexist attitudes

Legal

The Education and Inspections Act 2006 Section 89

Schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Behaviour and discipline in Schools – Advice for Headteachers and School Staff January 2016

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops etc.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. Consideration by the headteacher as to whether it is appropriate to notify the police or local anti-social behaviour team in the LA of action taken should be given. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases the teacher can only discipline on school premises or when under the lawful control of the staff member.

The Equality Act 2010

Covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and who do not share it.
- Foster good relations between people who share a protected characteristic and who do not share it.

Children Act 1989

A bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm...”

Criminal Law

Although bullying itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

Objectives

To ensure that all children understand what bullying including cyberbullying is.

To build an ethos where children feel safe and free from threat and intimidation.

To promote good relationships where all are treated well and where children care for each other.

To act promptly and effectively at the first sign of bullying.

To encourage children and parents to report any alleged bullying.

To protect and reassure any victims of bullying.

To have effective sanctions to deter bullying and to have successful strategies to reform bullies.

To make this a happy school free from bullying.

Strategies

- The schools in the Three Saints Academy Trust we follow a Whole School Behaviour Policy, which rewards good behaviour choices and there is an ethos where bullying is unacceptable (*See Behaviour and Relationships Policy*).
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Co-operative, helpful behaviour will be rewarded. Pointing out examples and encouraging good behaviour.
- There is good supervision of children at all times.
- Use of extended areas of the playground, playground equipment, quiet area, whenever possible.
- Children will be encouraged to report bullying and when they do, they will be listened to and taken seriously. There are various ways in which to report incidents these include:

- Help boxes
- Wellbeing ambassadors
- Playground Leaders
- Whisper Button on the school website
- CEOP button
- Conversations with staff members
- Allegations of bullying will be investigated, documentation completed to record incidents and actions taken.
- Any allegations of bullying will be reported to the Headteacher.
- Pupils and their parents will be made aware of this policy.
- Bullying incidents are included in the Headteacher's Report to the School Committee.

Curriculum

Bullying issues are dealt with via the PSHE Curriculum and Circle Time, use of JIGSAW materials and Restorative Justice Principles. Bullying issues are also dealt with within assemblies. Visiting groups (for example drama, dance specialists) are also invited into school to work with and perform for the children linked with bullying.

The role of the School Committee

The School Committee supports the Headteacher in all attempts to eliminate bullying from our school. The committee take seriously any incidents of bullying and will deal with them as appropriate.

The School Committee monitor incidents of bullying and review the anti-bullying policy regularly. They require the Headteacher to keep accurate records of all incidents using the forms attached to this policy. Following a request from a parent to investigate an incident The School Committee ask the Headteacher to conduct an investigation and report back to them.

The role of the Headteacher

The Headteacher must implement the school's Anti-bullying strategy, ensuring all staff are aware of the policy, how to deal with incidents of bullying and that they have sufficient training.

The Headteacher will ensure all pupils know that bullying is wrong and unacceptable behaviour.

The Headteacher will investigate or delegate this to another senior member of staff when a child or parent makes a complaint about bullying.

The role of the teacher

Teachers take all forms of bullying seriously and intervene to prevent incidents taking place. They keep their records of all behaviour incidents via the relevant behaviour incident reports. Any incidents deemed to be bullying as per the definitions outlined in this policy will be logged using Form D – School Incident Recording Form alongside Forms B – Victim Reporting Form and Form C Witness Reporting Form and reported to the. Teachers support all children in their class and establish a climate of trust and

respect for all. By praising, rewarding and celebrating success we aim to prevent incidents of bullying.

If an incident is not deemed to be a bullying incident on investigation Forms A, B, C will be filed in the class behaviour log and not the Anti-Bullying Log.

The role of the parent

Parents with concerns should contact their child's class teacher immediately. Parents should support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

Identification strategies

All children are taught about the STOP button and understand that bullying is something that happens Several Times on Purpose. Posters are displayed in the classroom and throughout the school building.

All classes have a 'Help box' where children can write down concerns and put these in the box at anytime using Form A – Request for Support. They are checked on a regular basis by the class teacher.

Two Wellbeing Ambassadors/Companions are elected in each class, Year 3 through Year 6. These children are given training so they know what to do if a child approaches them. They can be approached by any child who feels unable to talk to an adult.

Bully Surveys also take place in classes where there is a suspicion of a problem, as well as annually, as part of the Pupil and Parent Questionnaires.

Y5 & Y6 pupils trained as peer mentors to be available at break times.

Y5 & Y6 children trained as Playground Leaders to play with younger children.

Whisper Button via Pupil page on the school website to report concerns to senior management.

CEOP button is available via home page on the school website.

Signs and Symptoms of Bullying

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of possible signs and investigate if:

Child is frightened of walking to or from school.

Does not want to go on the school/public bus.

Begs to be driven to school.

Changes their usual routine.

Is unwilling to go to school.

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 morning.

Begins to do poorly in schoolwork.

Comes home with damaged clothes or property.

Has possessions that are damaged or "go missing".

Asks for money or starts stealing money (to pay bully).

Has dinner or other monies continually "lost".

Has unexplained cuts or bruises.

Comes home extremely hungry (money/lunch has 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 for any of the above.
Is afraid to use the internet or mobile phone.
Is nervous or jumpy when a cyber message is received.

Hierarchy for staff intervention

- Wellbeing Ambassadors/Peer Mentors
- Playground Leaders
- Mid-day Supervisors/Learning Assistants/Class Teacher
- Head of KS2, KS1 & Foundation Stage/Head of Safeguarding and Extended Services/Asst Headteacher
- Headteacher

Strategies for dealing with Bullying

- Immediately involve the parents of both perpetrator and victim.
- Set achievable targets for the perpetrator.
- Report book/card system.
- Involve children in making a realistic set of rules for school/class.
- Close supervision of the bully at all times.
- Support the victim.
- Ensure all children know the difference between 'telling tales' and telling the teacher/adult things they must know.
- Build a positive relationship between the perpetrator and victim.
- Apply ultimate sanction of exclusion after procedures have been exhausted.
- Children with behavioural/emotional problems will follow SEN Code of Practice and will need an SEND support plan with possible involvement of the Educational Psychologist.
- Use of multi-agency intervention support may be necessary.

Bullying/Harassment of Staff

If a member of staff finds they are being harassed at work, they should refer to The Three Saints Code of Conduct and follow the guidelines below:

1. Try to talk to the person who is harassing you, explaining that you wish the behaviour to stop.
2. If this is too difficult, ask a colleague to approach them on your behalf.
3. Discuss the problem with your Line Manager.
4. You may wish to contact your Union at this point.
5. Keep a full written record of events.
6. Make a formal written complaint to your Line Manager.
7. Line Manager to contact SLT or The School Committee.