ST JOHN BAPTIST C OF E (Aided) PRIMARY SCHOOL FINDON

ANTI-BULLYING POLICY v3.0

Reviewed:	May 2021
Next review:	May 2022
Responsibility:	Pastoral Committee
Category:	SCH

School Vision

"Setting the highest goals of excellence and taking pride in both our learning and in the achievement, together we learn to value each other's strengths and celebrate each other's differences. As a church school, we learn about God and grow together with Jesus."

"Let us learn together what is good" Job Ch34

I. Table of Contents

II.   Process Objectives

Objectives	Metrics	Monitoring
A feeling of security, inclusion and well-being amongst pupils	Pupil feedback through school council and surveys	Regular reports to Governing Body (Pastoral Committee)
Minimising the number of bullying incidents and thus maintaining high pupil retention	Number of incidents recorded centrally and reported to the Governors	Regular reports to Governing Body (Pastoral Committee)

III.   Introduction and Aims

This Anti-Bullying Policy was developed by involving children, staff and parents with reference to advice from the Anti-Bullying Alliance (ABA) and The Church of England document "Valuing all God's Children" (2017).

As a school, we acknowledge that bullying exists and that it is vital to have a shared understanding of bullying. Problems arise when bullying is misidentified or if there is disagreement about whether or not it is bullying.

Our aim is to ensure that the whole school community has a shared understanding of what bullying is. This helps to reduce confusion and enables us to earlier identify bullying, or incidents that could potentially lead to bullying.

IV.   Defining Bullying

The school recognises bullying as defined by the Anti-Bullying Association (ABA): It is "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be verbal, physical, or psychological. It can happen online or face to face"

Most common acts of bullying:

Direct	Indirect
▪ Pushing	▪ Excluding
▪ Name calling	▪ False friendship
▪ Hitting	▪ Coercion
▪ Verbal abuse	▪ Spreading rumours

Although bullying is not confined to any particular groups and all children need to be protected from bullying, research shows that the following groups are most likely to experience bullying than their peers:

- Race or faith targeted
- Appearance related
- Those on free school meals
- Sexist or sexual bullying

- Disabled children / those with SEN
- Young carers
- Looked after children
- Children who are perceived to be LGBT

V.   Strategies in Place

The school has a range of resources and strategies available that aim to create a culture which prevents bullying from developing.

- Staff complete training as part of their Continued Professional Development (CPD), which aims to reduce levels of bullying by creating a common understanding of bullying, and the key principles outlined in this policy for effective management.

- The school has a Behaviour Policy that rewards those who behave well and treat each other appropriately using a range of positive rewards.

- The school runs social skills groups for children who have difficulty in taking turns and sharing with their peers.

- All classes undertake Philosophy for Children (P4C) that develops children's reasoning skills, which enables them to understand how this influences their judgements and actions.

- Collective worship addresses themes that promote high-quality relationships throughout the whole school.

- Staff, pupils and parents are encouraged to report any concerns to the Headteacher/Deputy Headteacher.

- Children can report any concerns via the "Worry Box", which is easily available in the school. This is monitored by the learning mentor. Worry Boxes are located in all classes and take the form of cuddly monsters in KS1 and Boxes in KS2.

- The school has implemented the My Happy Mind programme, which creates a positive mental well-being culture in which children build resilience, self-esteem and character.

- Play therapy is available to those children jointly identified by school and Parents. This therapy enables children to access their emotions through means other than verbal.

- Learning Mentor is available to work with children who have barriers to their learning which may include challenges in forming and maintaining effective relationships with peers.

VI.   Diversity and Inclusion

We understand that each child is different and that in line with our values we should strive to ensure that each child is provided with an environment that enables them to reach their full potential. Our school aims to be one where every child has an equal voice and is included. 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 equally with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Bullying undermines this and consequently is taken very seriously. The school operates a zero-tolerance approach to behaviours resulting in acts of bullying or behaviours that support the act of bullying. This document sets out the ways in which the school aims to prevent bullying from happening and how acts of bullying will be managed.

All incidents need to be reviewed, considering the above information, but must also be considered within the context in which they happened. Remembering, for example, that bullying can cause physical harm, but not all incidents that cause physical harm constitute bullying.

VII.   Preventing and Responding to Bullying

Effective management of anti-bullying requires a common understanding of the roles involved in bullying, and clearly defined principles.

A.   Key Roles Involved with Bullying

To prevent and tackle bullying it is vital to first define and understand the roles involved. The key roles and their activities are:

- Target – sometimes referred to as the victim, this is the person at whom the bullying is aimed.

- Ringleader – initiates and leads the bullying.

- Assistant – is actively involved in 'doing' the bullying but does not lead it.

- Reinforcer – supports the bullying by remaining present, might laugh or encourage what is going on but does not 'do' it.

- Defender – stands up for someone being bullied; knows that bullying is wrong and feels confident enough to defend the target; they might talk to an adult in school.

- Outsider – ignores or does not see the bullying and doesn't want to get involved.

By understanding that bullying involves a power imbalance, and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals of groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour. Remember, though, that the safety and welfare of the 'victim' is always paramount.

B.   Key Principles to Prevent Bullying

1.   Listen

It can be difficult in a busy school day to find the time to stop and listen to every young person, but it can make people feel valued and relieved to have shared a problem, and it might help to come to the resolution sooner.

In a busy school day, it can be challenging to pick up on every potential bullying situation. What is important is that pupils feel confident that all staff are alert, will challenge behaviour that causes immediate concern, and will make time to listen.

When parents report bullying to the school, it's important they are listened to and not labelled as 'causing trouble' or being 'overly sensitive'.

2.   Celebrate Difference

"If you are always trying to be 'normal' you will never know how amazing, you can be."
~ Maya Angelou, American poet, memoirist and civil rights activist

To ensure that difference is understood and experienced in ways that are positive for everyone, it's important to:

- Celebrate the differences in all pupils and staff.

- Ensure all staff feel comfortable and confident talking about all kinds of difference.

- Allow children to talk about things that they find different.

- Work with pupils to discuss what they want to share about things that make them different.

- Ensure all pupils have a strong sense of all the things that make them who they are. Also, look for shared interests and commonalities that they share.

- Avoid talking to other students about a classmate's difference, outside of the parameters they are happy with, even if they ask.

- Help children develop ways to communicate information about themselves.

- Help children to learn how to communicate with a classmate who communicates in a different way or finds it hard to communicate.

3.   Include All

Inclusion is defined as:

- Being welcome – making children feel welcome with secure relationships and support for families when they need it.

- Being 'a part' and not 'apart' – respect for difference and a commitment to building friendships and communities to the benefit of everyone.

- Going where you want to go – equality of access to play, learning, leisure and all aspects of life.

- Being actively involved – active participation of children and their families in decision-making.

- People expecting you – a proactive approach to identifying and removing barriers, that would not normally affect others.

- Getting help when you need it – access to information and people with empowering attitudes supportive skills and expertise.

C. Managing Bullying

There are seven key principles used to enable the effective management of bullying:

1. **Report bullying**. The ability to report and record incidents of bullying behaviour is a crucial part of any anti-bullying strategy. We encourage and make it as easy as possible for pupils and their parents/carers to report bullying incidents.

2. **Believe**. All pupils, their parents and carers are acknowledged, believed and taken seriously when reporting bullying incidents.

3. **Take action**. We respond quickly to incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

4. **Understand.** We ensure all school staff, pupils, parents and carers understand what bullying is and what bullying isn't.

5. **Challenge**. All forms of discriminatory language, including disablist language, is challenged and taken seriously.

6. **Respect**. All school staff are role models to others within the school in how they treat others, which is vital in demonstrating appropriate inclusive behaviour.

7. **Having an anti-bullying policy that supports and underpins these principles.** Our school's anti-bullying policy reflects these principles and is embedded within our other school policies. They are widely and effectively promoted to school staff, pupils, their parents and carers.

VIII. Acts of Bullying

"If the children and young people knew that the school was taking issues seriously, I think there would be a lot more coming forward and saying: I am being bullied and you need to help me". Quote - Anti Bullying Association

A.   If a Pupil is being Bullied

In consultation with their parents and the pupil, support will be offered to them by the Senior Leadership Team (SLT), class teacher, learning mentor and outside agencies as appropriate to their needs. Periodic reviews will be agreed and set up to monitor the progress of the support plan to track progress and action taken to prevent the continuation of the bullying and monitor the well-being of the pupil.

B.   If a Pupil is Bullying or Supporting the Bullying

If a pupil is bullying or supporting the bullying, then a range of actions can be taken in line with our Behaviour Policy including loss of privileges, loss of break times, completing incident sheets. However, there must be an emphasis on educative measures that will try to address and deal with the behaviour. The following outline gives a progression that can be applied in a range of situations.

Following an incident of bullying and/or when the behaviour is being repeated a member of staff should consider and then act upon the following strategies, whilst taking care to avoid, where practicable, identifying how the act of bullying was identified (i.e., the source of the information), as this can potentially result in increased intimidation or anxiety for the victim.

- Class teacher to talk through the incident with the pupil or group responsible for the bullying; to help them see the victim's point of view and the impact it is having.

- Class teacher to monitor, record and put a plan in place to help develop social skills; also consider use of a learning mentor.

- Talk through with the whole class to identify issues and ways of dealing with the bullying

- Involve parent(s)/carer(s) supported by other strategies.

- Involve a senior teacher and/or Headteacher.

- Set up a support plan that will enable the pupil or groups, school and parents to address the issue – possibly with the support of outside agencies.

- In cases where the support plan or other strategies is deemed not to be making progress, then a child can be excluded from the school for a fixed term or permanently.

IX. Monitoring of Policy

- Incidents are recorded centrally and reviewed regularly by SLT and reported to the Governors via the Pastoral Committee and LA as appropriate.

- This policy needs to be reviewed by the GB and SLT annually.

X. Glossary of Terms

SLT	Senior Leadership Team
GB	Governing Body
LA	Local Authority
ABA	Anti-Bulling Association

XI. Revision History

Date	Version	Amendment number and text paragraph	By
21.01.10	2.0	1. Whole policy reviewed, and changes made to text – font changed and paragraph numbering applied.	JR/CK
21.01.10		2. Pages numbered.	
30.01.12	2.1	Whole policy reviewed. No amendments noted.	AP
Autumn 2016	2.2	Awaiting minor amendments from Lis Hobden.	
Autumn 2018	2.3	Reviewed alongside new church document.	RY/RB
May 2021	3.0	Full review and update in line with latest ABA Guidance & The Church of England document "Valuing all God's Children" (2017)	GC/RY/HB