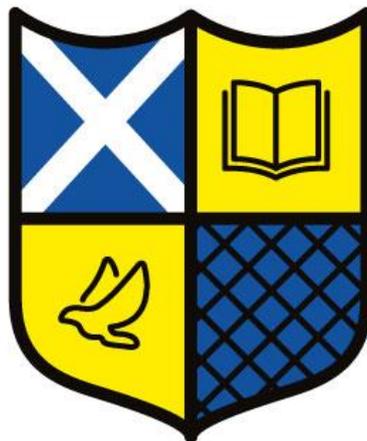


St Andrew's C.E. Primary School

Anti-Bullying Policy



Approved by: Human Resources Committee

Date: September 2024

Last reviewed on: 09/09/24

Next review due by: September 2025



St Andrew's CE Primary School

Anti-Bullying Policy

Inspire a love of learning and enjoy 'life in all its fullness', ensuring that everyone can flourish and be the best that they can be. John 10:10

St Andrew's C of E Primary School believes that children in our care have the right to learn and develop in a safe and happy environment in order to reach their full potential. At St Andrew's School we believe that bullying is an unacceptable form of anti-social behaviour. Preventing and tackling bullying is a high priority within the school with a clear commitment from the whole school community. The school's Anti-bullying Policy will not discriminate against any pupil on grounds of race, religion, gender, disability or sexual orientation. It is a vital policy in promoting good relations between the different communities in and around our school, ensuring that everyone can flourish and be the best that they can be. Our school's Christian values of courage, curiosity, joy, love and respect are fundamentally important in the way the school aims to prevent and tackle bullying.

Aims of the Policy

Our Anti-Bullying Policy aims to:

- To raise the awareness and understanding of bullying and its effects
- To equip pupils with the confidence, self-esteem and skills to deal with bullying situations
- To have clearly understood procedures for reporting bullying incidents for both pupils and parents
- To have parents/carers and the school working in partnership to deal with bullying incidents
- To ensure that children feel safe, secure, valued and respected

Definition of Bullying

We define bullying as:

An abuse of power manifesting in acts of aggression that cause embarrassment, physical or emotional pain or discomfort. It may be perpetrated by individuals or groups and is:

- Deliberately hurtful behaviour
- Behaviour/actions repeated over a period of time
- Behaviour which makes it difficult for those being bullied to defend themselves or take action to prevent the harmful behaviour being repeated
- Bullying which may only occur once but has the potential to inflict lasting damage (e.g. Cyber bullying).

We recognise that bullying can be:

- Emotional –including, non-verbal tormenting
- Physical – hitting, pushing, spitting, interfering with or damaging property
- Verbal – teasing, name calling, spreading rumours, denigrating achievement, ridiculing
- Cyber – any misuse of internet, mobile phones, cameras, social media, website etc.
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Bullying of Specific Groups

Racist bullying – verbal or physical violence and /or behaviour towards an individual or groups or their property on grounds of their colour, race, ethnic or national origin, religion or culture where the aggrieved believe the aggression was racially motivated, and /or there is evidence of racial motivation. Refer to the Race Equality Policy for further information.

Homophobic bullying – involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Children may also be the victims of bullying behaviours as a result of their parent/carer(s) perceived or actual sexual identity or orientation.

Gender bullying – involves a range of identified bullying behaviours being enacted against individual, or groups of individuals where the bullied party(ies) believe(s) this aggression is sexually motivated and /or there is evidence of sexual harassment.

Bullying due to ability, disability or Special Educational Needs – involves children being targeted because of their need or disability or that of their parents/carers or because they may not be as well integrated into classes as well as other children. There is also increasing evidence that children of a high academic ability may be targeted because of their levels of achievement.

Success Criteria

St Andrew's has a serious commitment to implementing strategies that counter all types of bullying. All reported incidents of bullying will be taken seriously and dealt with as a matter of urgency.

Planning:

- To ensure that the pastoral, PSHE and academic curriculum framework supports and extends the statements made in this policy.
- Regular staff training on how to recognise and tackle different forms of bullying.
- Sessions delivered to the children during 'Anti-Bullying' week' and throughout the year to enable the children to identify bullying (see Appendix 3 – resource used in school).

Staff will:

- Clearly record, monitor and report incidents of bullying on CPOMS
- Review, evaluate and report different forms of bullying and send to Local Authority
- Promote good home/school liaison
- Having a school-wide initiative to challenge the use of offensive and discriminatory language.
- Ensure the school is well supervised, paying particular attention to areas where pupils may be vulnerable
- Provide pupils with a clear understanding of what bullying is.
- Develop links with outside agencies to offer expertise to schools and to offer advice and support for pupils and parents/carers
- Audit pupil opinion on the presence of bullying in our school and their view on the effectiveness of our response

Procedures for Responding to Reports of Bullying

Any member of staff to whom alleged bullying is reported will:

- Record the incident using CPOMS
- Keep parents/carers informed of the events happening around the bullying incident
- Ensure that the target is treated sympathetically and not made to feel guilty
- Ensure that the child displaying bullying behaviours knows the severity of the incident and that they understand that what they have done is bullying
- Punishments for bullying behaviour will range from:
 - Restorative Justice
 - Red card - loss of playtime and placed 'On report' to monitor the behaviour closely for a minimum of a week
 - Exclusion from school (fixed term)

- Exclusion from school (permanent)
- The severity of the action will reflect the severity of the bullying
- The target will be told what punishment has been administered
- The behaviour will be logged on CPOMS.
- Inclusion mentors (based in the Intervention rooms) will work with perpetrators and targets when appropriate
- The situation will be monitored with regards to any further problems
- A report will be completed for Local Authority records.

Our open door policy means that we are always able to respond to concerns of bullying and we encourage parents and carers to report to the class teacher as soon as possible, any details of bullying towards their child.

If a parent/carer reports that their child has been bullied we shall:

- Listen and note their concerns
- Investigate the complaint thoroughly
- Decide if bullying has taken place
- If bullying has occurred act as above.

Confirmed cases of bullying will be dealt with in accordance with the school's behaviour policy.

- The child will be given a red card and placed 'On Report'.
- Meaning of 'On Report' – see below:

It is for the SLT member to judge when a child should go 'On Report' and for how long – a minimum of a week, maximum two weeks.

*The child will be given behaviour targets and will be required to report to the Headteacher or Deputy Headteacher daily to discuss his/her progress against those targets. After one week on report if the child's behaviour has not noticeably improved then the child will continue to be 'On Report' and be internally excluded by missing all morning and lunch play for a **minimum** period of one week; the class teacher will monitor the child's behaviour closely.*

The child will stay 'On Report' unless there is acceptable progress.

- **Parents/carers will be informed promptly when bullying is identified or if the child is placed 'On Report' via a phone call from a member of SLT. Support for the child will be targeted through the pastoral team.**
- **All incidents at this level will be recorded on CPOMs and monitored by the safeguarding governor when they visit termly.**

The responsibilities of pupils

We expect our pupils to:

- Stop themselves becoming involved in bullying behaviour (even at the risk of becoming unpopular)
- Intervene to protect the person being bullied unless that makes them unsafe
- Report any bullying incidents they become aware of as soon as they happen
- Not suffer being bullied in silence
- Participate in curriculum activities and discussions about bullying
- Understand the implications of bullying behaviour and the hierarchy of responses to bullying
- Use the personal skills they develop in PSHE such as sharing, empathy, understanding, managing their emotions for themselves and towards others.

Responsibilities of Parents/Carers

Parents/carers play a vital role in promoting and encouraging good behaviour, in identifying and reporting bullying, and in supporting the school's approach to tackling bullying.

We expect our parents to support our stance on bullying by:

- Reinforcing our school attitude and approach to bullying
- Informing the school of any actual or suspected incidents of bullying whether they involve their children or others
- Watching for signs of distress or atypical behaviours that may be indications of bullying
- Be supportive to their children
- Advise their children to report any incidents of bullying to a member of staff
- To act as positive role models and treat all pupils and other staff equally
- Dis-apply their personal relationship if they have a child in the school
- Bring a professional relationship towards all staff and pupils in school

Parents/carers who work in the school must not be involved in any way in managing incidents involving their own children.

The Responsibilities of Governors

Governors will:

- Ensure they have an understanding of what bullying is
- Know and understand this policy
- Support the school staff in implementing this policy
- Ensure that they are involved in continuing professional development about bullying.

Safeguarding

At St Andrew's we strive to be a place where pupils, staff, governors, helpers, families and other visitors will be made welcome and comfortable and where we will treat each other with respect. Our core values of courage, curiosity, joy, love and respect are integral in how we treat one another. A key component is to create an environment that is safe and secure for our children to have the courage to speak out if something is happening to them which is harmful either emotionally or physically. We encourage all in our school community to remain curious, to challenge when necessary. St Andrew's is a place where learning and personal development takes place in a climate of trust and confidence and where we value everyone's unique contribution to our community. To experience joy and love is so important in our school with mutual respect and kindness being at the core of all we do.

We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance. Everyone has a responsibility for safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm. All governors, staff and volunteers working in the school have a duty to ensure that children are safe and protected and that concerns about the welfare and safety of any child are reported to Kim Murdock, our Designated Safeguarding Lead (DSL). (See Safeguarding and Child Protection Policy)

We are committed to safe recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training through the staff induction programme and within continuing professional development opportunities.

All schools have to have a senior member of staff with responsibility for implementing the Child Protection Policy. In our school the designated member of staff with child protection responsibility is Kim Murdock. Kim Murdock and/or Sophie Thomas, the Headteacher, will make any necessary contact with the appropriate safeguarding team or the police and she will make sure that the school follows the Sussex Child Protection procedures and contributes fully to the child protection process.

Evaluation

We will ensure that regular opportunities are provided for pupils to review the effectiveness of this policy through:

- Confidential questionnaires
- Pupil voice
- Classroom discussion
- School Council research projects
- Brighton and Hove Safe and Well School Survey (SAWSS)

Monitoring and Reviewing

The effectiveness of this policy will be monitored through the evaluation process and consultation with staff, governors and parents.

Monitoring and review of bullying in St Andrew's will be taken seriously. This will take several forms such as:

- Reviewing Pupil Welfare Referrals
- Data from CPOMS (see Behaviour Policy)
- Looking at exclusion data
- Safe at school survey data and Annual Pupil Survey data
- Parental complaints

There will be a regular review of the summary of the number of incidents recorded and how they were dealt with.

SEN

At St Andrew's, we firmly believe that each child is valued and respected as an individual and are included in all aspects of the school community. We recognise that all children have an equal right to a full and rounded education which will enable them to achieve their full potential both academically and socially. We aim to remove barriers to learning and to secure special educational provision for pupils for whom this is required; to ensure that pupils with SEND (Special Educational Needs and Disability) feel valued and successful whilst here at St Andrew's.

We are committed to providing an inclusive setting and recognise that children learn at different rates and there are many factors affecting individual achievement; including ability, emotional well-being and maturity. We aim to identify these needs as they arise and ensure that support and provision is put in place to ensure that each child continues to make progress; taking into account the views of the child and the parents / carers to ensure a well-rounded support programme is accessible for the child. (See Special Educational Needs and Disability Policy)

Equal Opportunities

This process operates within our Equalities Policy. (See Equalities Policy) All children have a right to develop and achieve their potential and equality of opportunity underpins the whole of school life. Children are treated equally as individuals irrespective of their own abilities, difficulties, attitudes, backgrounds and experiences.

The policy will be reviewed in September 2025

Appendix 1

Possible Signs of Bullying for Teachers and Parents to be Aware of

If a child is being bullied, they may show some of the following signs:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Deterioration in their school work
- Come home regularly with clothes or books destroyed
- Come home hungry (because lunch was taken)
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares and even call out, 'Leave me alone'
- Have disturbed sleeping patterns
- Have unexplained bruises, scratches, cuts
- Have their possessions go missing
- Ask for money or begin stealing money (to pay the bully) Continually 'lose' their pocket money
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above
- Reluctance to go out to play
- Attempt suicide

Appendix 2

Guidance for Pupils

Don't Suffer in Silence

1. When being bullied:

- Be firm and clear – look them in the eye and tell them to
- stop Move away from the situation quickly
- Tell an adult what has happened straight away

2. After you've been bullied:

- Tell a teacher or another adult in your
- school
- Tell your family
- Ask a friend to accompany you when you tell an adult, if you feel you need support
- Keep on speaking up until someone else
- listens Don't blame yourself for what has happened

3. When you are talking about bullying with an adult, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

Rights of a Child

I have a right

To be treated with respect and kindness. This means that nobody will laugh at me, ignore me or hurt my feelings.

I have a right

To be individual in this room. This means that nobody will treat me unfairly because of my interests, or that I'm a boy or girl, or the way I look or my strengths and weaknesses.

I have a right

To be safe in this school. This means no-one will hit me, kick me, push me, taunt me with words or hurt me in any way.

I have a right

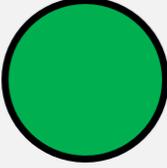
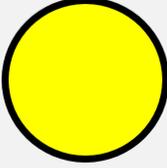
To learn about myself in this school. This means I will be free to express my feelings and opinions without fear of being interrupted or punished.

I have a right

To be valued and respected for my individual strengths and weaknesses.

APPENDIX 3

Guidance for staff and pupils to help identify bullying and differentiate from other unwanted behaviours

			
Teasing/banter	Conflict	Mean moment	Bullying
			

