



Anti-bullying Policy 'Valuing all God's Children'

Introduction

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

As a Church of England Schools, we believe in the value and uniqueness of every child

The schools aim to achieve this by:

- Educating for Wisdom, Knowledge and Skills by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- Educating for Hope and Aspiration by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- Educating for Community and Living well together by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- Educating for Dignity and Respect by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference

Our mission is to educate children for 'life in its fullness' by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically within a school firmly based on Christian principles and on the examples of Jesus in the gospels.

School statement on bullying

As a Church of England School, 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 with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable 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
- 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.

Strategies to promote good behaviour are set out in our behaviour policy and will help to prevent bullying. Our three school rules 'Rules for Life' reflect this approach.

1. Care and respect everyone and everything.
2. Show good manners at all times.
3. Follow instructions with thought and care.

These are displayed in every classroom and around the school. Children are rewarded for showing these qualities in their behaviour in class time and in unstructured times.

Other related policies: Equality Policy, Behaviour for Learning

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

2. Reporting bullying

Children are told to tell an adult immediately if they are a victim of bullying or witness bullying being carried out by another child. All children made aware of our Anti Bullying agreement which states that children agree to:

- 1) Tell an adult if we see something which is bullying
- 2) Help someone else if they are being bullied
- 3) Try to be kind to other children, if someone else is being unkind
- 4) Tell the truth when adults ask us about bullying

- 5) Encourage people to join in who are left out, or on their own

This agreement also states that adults will:

- 1) Listen if you need to tell us about bullying
- 2) Take what you say seriously
- 3) Ask what you want us to do about the bullying
- 4) Try our best to make sure that everyone is happy at school
- 5) Make sure that everyone knows about bullying and how to stop it

Each class also has a place (a 'worry monster') where children can 'post' general worries. In addition class teacher may use 'I wish my teacher knew' strategies to help children share information. Class teachers need to read these and address any issues in a sensitive way through discussion with the class.

Reporting- roles and responsibilities

- Staff—all members of staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- The headteacher has overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Parents/carers should report bullying to the school either by phone on 01736 364845 Or email the head teacher at head@st-madderns.cornwall.sch.uk

Pupils should abide by the school's behaviour code of 'Showing care and respect for everyone and everything'. By following this, pupils should not part in any kind of bullying. They should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

General principles for our approach to reporting incidents of bullying:

- Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents and carers will be reminded to report any concerns that they have. The slogan 'Don't Suffer in Silence' is useful here.
- Support staff will be encouraged to refer incidents of bullying to the class teacher or the Head teacher.

- Reports of bullying among staff should be promptly reported to the Head teacher who will act or offer advice accordingly. This is in line with our whistleblowing policy.
- Children and parents will be reminded that all reports of bullying will be listened to, investigated and acted on.
- Cyber bullying can be reported on our school website by clicking on the CEOP button. Our acceptable User Policies and Sanctions outline the protocols regarding on line safety.
- We record all incidents of bullying in our Anti Bullying log.

3. Responding to bullying

We have three aims when reacting to incidents of bullying:

- To make the child who has been bullied feel safe
- To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.
- To respond to reported incidents within 24 hours or if this is on a Friday after school by the following Monday pm.

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying in incident reporting form on My Concern inform the head teacher.
- The incident will be fully investigated.
- The head teacher will monitor incident reporting forms and information recorded on incident log analysing the results.
- The head teacher will produce termly reports summarising the information which will be reported to the governing body
- Support will be offered to the target of the bullying from the class teacher and buddy system and the incidents will use a restorative justice style to resolve issues
- Staff will proactively respond to the bully who may require support from the class teacher or buddy system and through the use of a restorative justice style model.
- The head teacher or in her absence, the class teacher, will inform parents and carers.
- Staff will assess whether any other authorities (such as police or MARU) need to be involved, particularly when actions take place outside of school

Guidance on procedure for resolving incidents:

When conflict does occur between children then the following procedures are followed:

1. Listen to all the parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour.
2. Assure the children that the situation will be dealt with until it is resolved.
3. Make children aware of the consequences of their actions and the school rules they have disregarded.
4. Offer appropriate pastoral support or mediation to pupils.
5. Take the necessary action in line with the informing other relevant adults in and out of school as appropriate (e.g.class teacher, senior, Lunchtime supervisor etc.)
6. Inform parents of the incident and action taken
7. If necessary, involve other agencies as appropriate e.g. contacting the MARU for advice.
8. Ensure that situations are monitored and that all parties are supported after the event to ensure that views and feelings are heard and take action to resolve these.

The intention of this approach is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

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, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

6. 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 by the school and recorded and monitored. The head teacher will report regularly to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

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

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. Our Anti-bullying statement is displayed in classrooms and each pupil agrees to follow this each year.
- Our 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.
- Class teachers ensure that there are regular opportunities to discuss issues that may arise in class.
- Stereotypes are challenged by staff and pupils across the school. This must be reflected in all aspects of the curriculum and display work.
- 'Restorative justice' influenced systems provide support to targets of bullying and those who show bullying behaviour
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with groups e.g surveys involving children
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The head teacher is responsible for monitoring the policy on a day-to-day basis. The head teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report.

The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of next review:

October 2022

Appendix

Date reported	
Nature of incident	
Form of incident	
Date of incident	
Place	
Time	
Aggressor profile	
Target profile	
Repeat incident	
Action taken and feedback from target pupil	
Parent/carers contacted	

Analysis of data

[An analysis of the data (including any trends/patterns and any background information that might relate to trends) should be included here.]

Action to be taken

[Any actions to be taken in light of the analysis of the data should be outlined here.]