Anti-Bullying Policy

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Introduction

At St James C of E Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned. Bullying of any kind is unacceptable and will not be tolerated at our school. Should bullying or harassment occur, the incident will be dealt with quickly and fairly by a supportive and informed member of staff and then carefully logged.

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."
DfE Preventing and Tackling Bullying 2017

Principles that underpin the policy

For pupils who experience bullying it is vital that:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

For pupils who engage in bullying behaviour it is vital that :

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

For St James Primary School

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- Curriculum opportunities are used to address bullying.
- Peer support systems are in place to prevent and respond to bullying.
- The school has addressed site issues and promotes safe play areas.
- All staff are aware, and model positive relationships.
- The school works in partnership with parents, other schools, and with Children's Services and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos.

For parents/carers:

- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn and are clear about the complaint's procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can support the school on the anti-bullying policy or procedures.

Policy Development

This policy was formulated in consultation with the whole school community with input from: Members of staff, governors, parents/carers, children and young people, and other partners.

Pupils contributed to the development of the policy through the School Council, playground buddies, wellbeing ambassadors partaking in discussions with leaders. The School Council will develop a student friendly version of the main policy, to be displayed, go in planners, and be given to all new pupils on arrival.

Parents/Carers will be encouraged to contribute by: taking part in online surveys reviewing the policy.

Scope of this policy:

This policy relates to

- Bullying of students within school.
- Bullying of students outside of the school, where the school is aware of it.
- Bullying of staff / adults* by students.
- Bullying of students by staff / adults, within or outside of school.
- Bullying of staff / adults, by staff / adults within or outside of school.

    *By adults, this also refers to volunteers, visitors, or outside agencies.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority, and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–Bullying Coordinator in our school is: Mrs R Murphy
The nominated Governor for Antibullying is Andrew Short

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers, and relevant local agencies.
- To ensure policy and procedures are in line with "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in Education (2023)" .
- Co-ordinating strategies for preventing bullying behaviour.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

Definition of Bullying

DfE definition of bullying from 'Preventing and Tackling Bullying' (July 2017):

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." 2021

An incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent, if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying.)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Specific types of bullying include:

- Physical, e.g. kicking, hitting, taking, and damaging belongings.
- Verbal, e.g. name calling, taunting, threats, mocking, offensive remarks, homophobic language, sexual or gender orientation negative comments.
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups, producing offensive graffiti, controlling behaviour and intimidation.
- Cyber, e.g. inappropriate texts, e-mails, picture/video clip, Instant Messaging (IM), social media or gaming. Sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media.

Groups that are more vulnerable or at risk of being bullied:

- Pupils from a different race, religion, or culture
- Pupils with special educational needs or disabilities
- Pupils who have a different sexual orientation
- Pupils who have a different gender orientation
- Young carers or looked after children

Bullying can take place between young people; young people and staff/adults; between staff/adults; individuals or groups.

Whole school approaches for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St James C of E Primary School have developed the following approaches to promote positive behaviour and discourage bullying behaviour:

- Restorative Approaches
- Involvement in Surrey Healthy Schools
- Involvement in National Anti-Bullying week annually
- PSHE/Citizenship programme
- Specific lessons and programmes around e-safety and online safety

- Circle Time
- Assemblies – school-led and outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Playground Buddying and friendship bench
- Lunchtime clubs
- ELSA support
- Parent information events/information
- Regular staff training and development for all staff (internal and external)
- Mediation schemes
- Identifying a range of external expertise to support anti-bullying e.g. NSPCC, STIP or other Surrey professionals, theatre groups and charities

Developing and promoting Resilience and Emotional Wellbeing

This is what we do at St James C of E Primary School

- Solution-focused approach – involving and including all parties
- Ensuring a pupil voice – pupil-friendly literature and information
- Pastoral systems
- Nurture provision
- Learning/Pastoral Mentors
- ELSA support
- Social skills groups
- Peer mentors/buddies
- Counselling
- Outside agencies/charities
- Parent support groups and training e.g., Parenting Puzzle, parent forums

Reporting and Responding to Bullying

Our school has clear and report bullying for the whole school community (including staff, other adults, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). This will also include incidents that occur outside of the school grounds.

Posters are on display around the school to promote this. We also display our safeguarding information on notice boards around the school. We use our newsletters to promote the ways of reporting concerns.

The systems of reporting

- Children and young people in school: talking to any member of staff, completing a 'worry sheet' or speaking to their parents.
- Parents/carers: talking to a member of staff (face-to-face, email, phone call)
- All staff and adults: talking to the Headteacher or Chair of Governors (for the Headteacher)
- Bystanders: talking to any member of staff

In classes to promote positive behaviours, teachers regularly check in with pupils. We have healthy minds boxes in classes to encourage children to share their concerns and also hold

regular assemblies to remind children that the adults are here to help. Our Wellbeing Ambassadors also encourage this a break and lunchtimes.

Procedures

At St James C of E Primary School we have developed a consistent approach to recording and monitoring bullying incidents in our school and evaluating whether these approaches are effective.   All reported incidents will be taken seriously and investigated involving all parties.

If an allegation is made:
- We will listen to the allegation and check behaviour records for evidence of previous incidents, making it clear to the victim that it will be investigated. Never make promises or use leading questions.
- We will deal with any incidents of aggressive behaviour, which are not bullying, through the Behaviour Policy.
- We will make it clear that, if an allegation is substantiated, school will help and support will be provided.
- We will re-assure the child that:
    - Everyone has the right to learn and play in a safe environment
    - That they were right to tell an adult and it is not their fault.
    - If the bully gets into trouble, then it is a consequence of the bully's actions.
- Where appropriate the wishes of the victim will be taken into account before any further action is taken.
- All other pupils involved meet with the same member of staff. At this point no blame is apportioned. The member of staff investigating the incident records brief statements from all children involved and witnesses. Older children may be asked to write a report themselves.
- The member of staff shares their concerns and explains the reported incident to a member of the Senior Leadership Team.
- The incident is logged after talking to all parties.
- A copy of report is given to Deputy Headteacher or Headteacher.
- Class teacher to discuss situation with all parents concerned, sharing information about what has happened and how it has been dealt with, including consequences for the perpetrator(s).
- Strategies to support the victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff.
- If further incidents occur, the child who engaged in bullying , needs to be seen by Headteacher/Deputy Headteacher and they will also contact the parent/carers.
- The situation is monitored in the following days/weeks and the victim is encouraged to report any further incidents. Those children involved may be spoken to at a later date to ensure they know the adult is still monitoring the situation. Any other relevant members of staff are notified, so they too can monitor.
- If the allegation is substantiated the perpetrator will receive a serious consequence. (Fixed term internal/external suspensions, or even permanent exclusion will be considered).
- Parents of all parties will be informed/updated throughout the process.

In some cases, outside agencies may need to be involved (e.g. Surrey Specialist Teaching for Inclusive Practice, Educational Psychology teams, the Police)

Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure
For bullying allegations between staff, we will follow the Grievance policy.

Recording Bullying and Evaluating the Policy

Bullying incidents reported by a child will be recorded by the member of staff who deals with the incident, using the Child on Child Abuse form (Appendix A). This will be notified to and held by the Anti-Bullying coordinator, Mrs Murphy Headteacher).

If there is a bullying allegation from a child against an adult in school, this will be referred to the Headteacher following the Statement of procedures for allegations against staff policy.

If there is a bullying complaint from an adult/visitor within the school, they need to contact the Headteacher and/or governors for the allegation to be investigated following the grievance procedure.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.

Bullying trends will be analysed termly by the Headteacher or Deputy Headteacher and this information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Reference Documents and Related Policy/Guidance

Child Protection and Safeguarding Policy
Behaviour Policy
RSHE Policy
Antibullying in schools
Behaviour in school
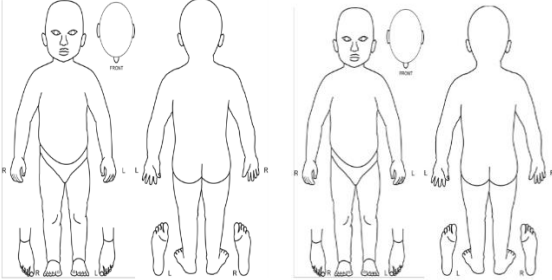Grievance Policy – For Staff
Staff Code of Conduct
Statement of Procedures for allegation against adults working with children.

Appendices

- Appendix 1 : Child on Child Abuse incident for,
- Appendix 2: Reflection form: Thoughts feelings and behaviours
- Appendix 3: Child friendly policy
- Appendix 4: Process Flow chart

![St. James C. of E. PRIMARY SCHOOL logo]

Appendix 1: Child on Child Abuse Investigation form

St. James C. of E. PRIMARY SCHOOL
Child on Child Abuse Allegation Investigation Record

Incident Date	Time/ Duration

Name of Children involved and classes:

Overview of Incident/ allegation/complaint
Include events leading up to the incident description of what happened and nature of incident.

Witnessed by:

Where were supervising adults positioned? (Please give details, sketching area if appropriate)

Was an injury obtained?   Yes   No
If yes, indicate on body map

Was Physical Intervention required?   Yes   No   If so, who and what?
If yes, an additional Restrictive Intervention form **must be completed.** (Appendix A of the restrictive physical Intervention policy)

History:
Include dates or references to previous forms

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Action of investigation - This must include the view of the child or young person. (Attach additional sheets if needed)

Include the answers to the following restorative questions:

What happened?

What were you thinking? What were you feeling?

Who has been affected by this?

What do you need now to move on? What needs to happen now, so that the harm can be repaired?

Outcome of discussion

How have parents been informed?   Telephone   or   in person

Staff member investigating (Signed)   Date

Print Name   Role

SLT Seen: Signed _____   Role: _____   Date
_____

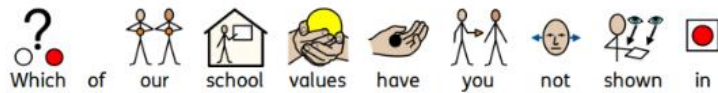Additional Action required?   Yes (Outline below)   No

Appendix 2: Reflection Form

Name _____   Class _____   Date _____

What Happened?

What were you thinking?

What were you feeling?

Who has been affected by this?

Which of our school values have you not shown in this incident?

What needs to happen now, so that the harm can be repaired?

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What is bullying?

Several

Times

On

Purpose

A bully is someone who hurts others, more than once by using words or behaviour, which is meant to cause upset or fear.

It is NOT:
~A fall out with friends
~An accident
~Something that happens once
~A one off act of aggression.

Anti-bullying is NOT just for Anti-Bullying Week!
We have to take action all year round to bring an end to bullying.

St James Anti-bullying policy

Types of bullying:

Emotional bullying: Hurting feelings, being bossed about, made to feel 'not good enough', not listened to, being left out

Physical bullying: punching, kicking, spitting, hitting, pushing, pinching, destroying property

Verbal bullying: teasing, name calling, rude comments

Racist bullying: Being rude about the colour of skin, religious beliefs or culture.

Cyber bullying: Being unkind via texts, emails or online.

If you see someone else being bullied:

Tell an adult or go and get someone.

Comfort the person being bullied.

At St James, we want to make everyone feel safe and happy.

We will help everyone to:

~ Get on well together.

~ Respect and understand each other.

~ To believe that everyone has the right to be who they are.

What to do if I think I am being bullied:

~ Ask the person to stop

~ Ignore them and walk away

~Talk to a teacher, parent or carer

~ Talk to a friend

~ Tell someone and get help

~ Write in the worry box

~ It is NOT your fault

If you are being bullied:

Don't get angry or react

Don't think it is your fault

Don't hide it

Don't do what the bully tells you to.

Be a Buddy Not a Bully

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Appendix 4. Flow chart of Actions

Action Line for dealing with reported bullying issues

Low level bullying suspected or reported	High level suspected or reported bullying

⬇

Class Teacher records incident and talks to both parties

⬇

Copy of report given to Headteacher and kept in Anti-Bullying File
Inform all staff, mid-day supervisors, TAs and Teaching staff

⬇

Further Incident

⬇

Child seen by Headteacher/Deputy Headteacher.
Class Teacher talk to Parents/Carers ⬅

⬇

Further Incident

⬇

Headteacher to speak to Parents/Carers

⬇

Governors informed