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# St Clement's CofE Primary School

## Anti Bullying Policy

24 February 2020

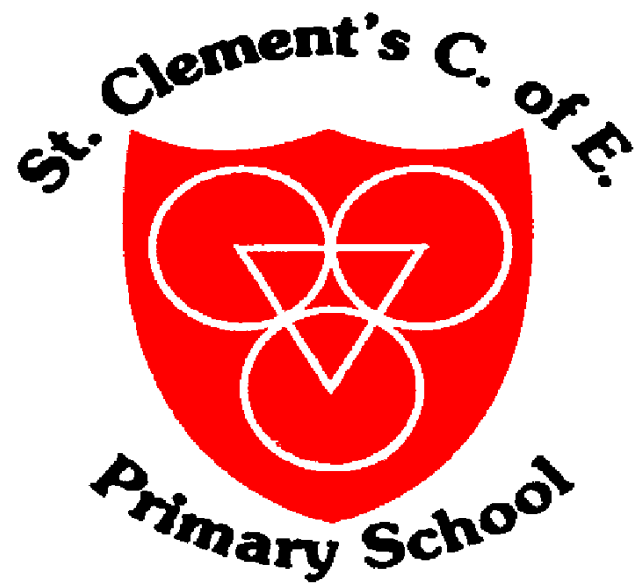
Other policies linked to this policy :

1 : [Child Friendly Safeguarding Policy](#)

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**Approved : Zoe Law**

# St Clement's C. of E. Primary School

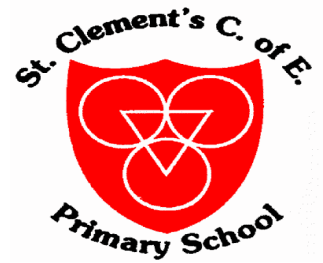


## Anti Bullying Policy

based on 'Preventing and Tackling Bullying' DfE guidance July 2017

Reviewed & Approved by JP & CT: February 2020

Due for review: February 2021



## **Growing Together To Let Our Light Shine**

### **Mission Statement:**

***As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.***

## **Our Christian Values Reflected In This**

**Policy**

**Faith**

**Hope**

**Love**

**Respect**

**Thankfulness**

**Compassion**

**Forgiveness**

**(September 2017)**

### **DDA STATEMENT**

***At St. Clement's we will aim to:***

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**

- **Take account of a disabled person’s disabilities, even when that involves treating a disabled person more favourably than another person.**

## St Clements C of E Primary School

### Anti-Bullying Policy

**This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2019.**

#### Introduction

At St Clements bullying and any other forms of intimidation 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 will be safe in school. Everyone will be vigilant and will intervene if there are any signs or reports of bullying.

#### Aims of our Anti Bullying Policy

- To ensure that all feel safe and free from bullying and intimidation.
- To promote good relationships where all are treated well and where learners care for each other.
- To raise awareness of and define bullying as well as gaining an understanding about why some children bully.
- To act promptly and consistently to any bullying incidents that may occur.
- To encourage learners and parent/carers to report any attempted 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 that is free from bullying.

#### Definition of Bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

#### Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)

- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

## **Strategies for the prevention and reduction of bullying**

### **Ethos and relationships:**

- The schools values will influence the ethos, which in turn will foster mutual respect and create a safe, caring community, where members feel free to voice their concerns.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others at all times, but particularly in our 3L (Listen, Link & Learn) sessions.
- Positive, respectful relationships between adults and with children will be an essential factor, as will effective school and parent/carer partnership.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- It is well known that all adults in the school have a vital role as adult role models. They must demonstrate a commitment that bullying and the abuse of power are not acceptable.

### **Learning:**

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- The delivery of high quality teaching and the promotion of positive learning environments can reduce the incidence of behaviour and bullying incidents within the classroom.
- The personal and social curriculum should permeate all aspects of school life.
- E-safety teaching as part of our computing curriculum. Pupils will be encouraged to use technology, especially mobile phones and social media positively and responsibly
- Children should be encouraged to become active citizens within the school and local community.

### **Environment:**

- Good behaviour management and a positive learning environment will help to reduce the incidence of bullying.
- A range of activities to encourage play and positive social interaction, as well as good supervision, should be recognised as a key resource for reduction of bullying at play and lunch time.
- A well- designed outdoor environment is an essential component of whole school development.

### **The Curriculum and Circle Time:**

Bullying can be discussed as part of a Literacy unit eg discussion, persuasion etc or in history when a significant event could be interpreted as bullying.

It can be raised in Heart Smart, P4C or PSHE lessons where the behaviours of empathy, co-operation etc can be reflected upon in the light of hypothetical or actual incidents of bullying. Children working together on shared tasks can encourage trust building, problem solving and the development of friendships.

Circle time generates a positive atmosphere that can usually spread into the other areas of classroom activities. By the use of circle time, pupils are able to explore relationships with adults and peers and other issues of concern in a safe environment. It can enhance effective communication and self esteem of each member of the group.

Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.

### **National Anti Bullying Week:**

At St Clements, we take part in the annual national anti bullying week. School council are involved in canvassing their peers about what they want to do to raise awareness of what bullying is and to promote friendship rather than bullying in school. The week includes competitions, age related focuses such as cyber bullying in upper school and how to be a good friend in foundation and lower schools.

### **Vigilance:**

All staff and pupils will be aware of the importance of being alert to the potential of bullying taking place. Therefore, staff will stand in key positions when on outside duty and wear yellow hi-vis jackets so that pupils can see them. Correct supervisory ratios will also be in place in the classroom, on trips and in the hall.

Pupils will learn, through the previously mentioned strategies and staff will be aware, through training of what to look out for- eg pupils who regularly play alone, isolation and body language.

### **Adults listening to issues:**

Staff must make sure they give each party the time to explain their side of the story. Staff must make sure they do not judge and ascertain the pupil's views on why they think the incident happened and what can be done to prevent it from happening in the future.

Pupils may also opt to discuss issues that are causing them concern or bullying incidents with the **Learning Mentor** who will offer pupils who have opted in the opportunity to discuss incidents over a 15 minute lunchtime appointment.

### **Mediation by adults:**

This is a method that focuses on pupils who have been bullying regularly as well as those being bullied. The aim is to establish ground rules through work with the pupils that will ensure both will be able to co-exist at the school.

We will also use the 'No Blame or Peer Support' approach to bullying if the victim and their family agrees to this. This approach is based on a group of pupils, that includes the victim and the bully, meeting together to discuss the bullying. The group learn about how the bullying has made the victim feel and they then think of strategies and share responsibility for making the victim happier. They put the strategies in place and they meet with the adult chairing the group each week for at least half a term or until the victim feels the situation has improved.

### **Working with parent/carers:**

After identifying a pupil who has been bullying regularly or has been bullied, parent/carers will be called in to discuss the incident and explain to school if there have been any underlying issues at home or in the community that school hasn't been aware of.

If school and the parent/carer feel it would be useful in order to prevent the bullying from happening again, all parties will agree on an appropriate intervention such as referral to CAMHS, child being included in a Circle of Friends or Learning Mentor group or 1:1 intervention with the Learning Mentor or Play Therapist.

## **Procedures for reporting and responding to bullying**

- Pupil reports incident/s to adult or friend.
- Adult listens to details and assesses.
- **Adult completes bullying incident report on C-POMS**
- The adult sends the form to the Head & Assistant Heads
- The Head/Assistant Heads decide on a course of action- **SEE BELOW**
- The parent/carer of both parties is always informed.
  
- If repeated incidents occur or further action is needed as a result of the nature of the incident or the findings from the discussion that has taken place warrant the pupils need further action/ support then...
- The Head/Assistant Head adds to the bullying incident report on C-POMS with both parties separately and if possible, with the parent/carer.
- The Head and other persons/agencies that have been deemed appropriate to become involved, instigate agreed action. Timescales are also agreed for follow up.
- Follow up with the Head, Assistant Head, victim and perpetrator and parent/carers as appropriate. Discuss if a) the outcome is satisfactory or b) further action is necessary.
- The Assistant Head collates the bullying incidents on our C-POMS system.

## **Possible courses of action to discuss with a pupil when dealing with allegations of bullying:**

- Reprimand
- Time to discuss feelings with an adult or friend
- Apology
- Daily report
- 3L's (Post Incident Learning) session.
- Targets agreed
- Inform parent/carers and discuss appropriate support
- Inform all staff of incident, request confidentiality, but increased awareness
- Meet other party and discuss feelings together
- Meet with other party and parent/carer
- Assign a peer mentor or buddy to the victim and perpetrator
- Fixed term exclusion
- Change classroom seating arrangements
- Arrange lunchtime activities/ alternative activity at lunchtime
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

**\*Please note that this is not an exhaustive list and actions not listed may also be used.\***

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy as outlined in our Pupil Code of Conduct Policy.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.
  - This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

### **Addressing Individual Needs:**

There will be no exception to the application of courses of action. However, we do recognise that some children will need adults in school to take account of their individual needs and circumstances when applying the school's anti-bullying policy.

The following key points must be considered when applying our school's anti-bullying policy to SEN, disabled and the circumstances of other vulnerable pupils:

- **We must make additional educational provision for pupils who fall into a vulnerable group and would be more at risk of being a perpetrator or victim of bullying**
- **We should be alert to the potentially disproportionate impact of the school's anti-bullying framework on vulnerable pupils**
- **We should identify at risk pupils in advance**
- **We should plan proactively how the school's anti-bullying framework should be applied for each of these pupils**
- **We should ensure that all those in contact with the pupil know what has been agreed**



- We should make sure that every vulnerable pupil in school knows them well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- We should ensure that all staff are aware of appropriate referral procedures.

We will achieve the above through:

- **Liaison between staff in school, home and school and between school and other agencies to identify pupils early on who are at risk, vulnerable or displaying social and emotional difficulties.**
- **Clear, appropriate IEP/IBP targets and strategies to provide positive support, eg: use of visual timetables, cue cards, time out and malleable materials as a calming aid.**
- **Formulating specific plans such as PHPs (Positive Handling Plans) or One Page Profiles for pupils who require pastoral support that outline the pupil's strengths, difficulties and identification of a key person in school that knows the pupil well and what to do in an emergency.**
- **Sharing these plans so that all staff know what has been agreed to deal with a child effectively and appropriate referral procedures.**
- **Regular opportunities for all staff to share and develop their skills in promoting anti-bullying and acquire new knowledge about specific impairments or refresh existing knowledge.**

## **Roles and Responsibilities**

### **Governors:**

- Ensure existence and regular review of Anti Bullying policy
- Ensure knowledge of policy on part of all members of the school community
- Contribute to monitoring of bullying incidents and effectiveness of strategies used
- Enable young people's views to be heard eg via Governing Body meetings, outreach governor and school council
- Be available for higher level disciplinary and support work around bullying incidents
- Be available to hear any parent/carer's complaints or concerns- make them aware of systems for this.

### **Head teacher & Assistant Head (Behaviour Lead):**

- As Governors, and:
- Ensure all staff are inducted into policy and processes
- Contribute to and have an overview of formal disciplinary proceedings
- Ensure the anti-bullying policy is published to all staff, parent/carers and pupils once a year
- Ensure that anti-bullying and supporting pastoral/curricular measures are regularly reviewed and feature in school improvement planning.

### **Assistant Head & Inclusion Team:**

- Contribute to development and implementation of policy
- Support class teachers in dealing with minor incidents and developing preventative strategies
- Investigate and deal with more serious and or persistent incidents
- Contribute to and collate records and reviews of procedures
- Contribute to formal disciplinary proceedings, liaise with and support parent/carers
- Co-ordinate access to support for victims and perpetrators

- Liaise with Governors and outside agencies as appropriate eg Community police, CAMHS, Health etc
- Lead on development of preventative strategies
- Ensure pastoral system supports Equal Opportunities and Inclusion
- Evaluate policy and strategies

#### **Classroom Teachers:**

- Ensure good relationships and classroom organisation
- Ensure appropriate delivery of curriculum
- Consider how teaching and strategies can support good social relationships and the development of social skills
- Support and reinforce policy in dealings with pupils and parent/carers
- Deal with incidents, referring where necessary
- Complete records of concern
- Implement and /or support strategies for victims and perpetrators
- Review actions taken with victim and perpetrator at specified date
- Liaise appropriately with staff and parent/carers

#### **Support Staff (includes teaching assistants, office staff, lunchtime staff):**

- Ensure good relationships and group organisation
- Contribute to delivery of curriculum and /or extra-curricular activities as appropriate
- Support and reinforce policy in dealings with pupils and / or parent/carers
- Liaise with appropriate members of staff to support victim and perpetrator
- Contribute to record keeping and review
- Contribute as appropriate to preventative/supportive strategies to develop pupils social skills

#### **Procedures for monitoring, evaluation and review:**

To help the process of monitoring and evaluation of the policy, school will collect some information as to which judgements can be made.

The information would take the form of age appropriate questionnaires for pupils, staff and parent/carer questionnaires, mapping out the school to highlight areas of concern, friendship surveys and completion of an anti-bullying self evaluation framework.

The data collection would take place at least once an academic year, possibly during national anti-bullying week, although it could also form part of the annual Pupil Survey that is completed during the Summer term.

Against each baseline school could look for success indicators in terms of:

- Willingness to report incidents of bullying
- Reduced duration of bullying
- Reduced frequency of bullying incidents
- Pupils perceptions that the school is prepared to take action
- Bystander action / increased sense of collective responsibility
- Improved attendance
- Reduced fixed term and permanent exclusions

The Head teacher & Assistant Head (Behaviour Lead) should take responsibility for day to day monitoring of the policy, who will share responsibility for monitoring and reviewing the policy annually with the governing body.

#### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

- Pupil Code of Conduct Policy
- Professional Profile for Staff
- Special Educational Needs Policy
- Complaints policy
- Child protection policy
- E-safety, Social Networking & Acceptable use policies (AUP)
- Child Friendly Anti Bullying Policy (produced by school council Nov 2018)

### Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**-The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

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### Cyber-bullying and online safety

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Intenet Matters:** provides help to keep children safe in the digital world.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH: (Educational Action Challenging Homophobia):** provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity Proud

**Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

**Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

### Mental health

**MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

**PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues

### **Race, religion and nationality**

**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

**Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings**

### **Sexual harrassment and sexual bullying**

**-Ending Violence Against Women and Girls (EVAW): A Guide for Schools.** This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.