

Policy owned: **SIMCE**

Reviewed: Spring 2022

Next Review: Spring 2024

'Learn to love and love to learn; in God's love each one will shine' .

St. Andrew's Church of England (VC) Primary School Anti-bullying Policy

Rationale:

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Objective, scope and principles

Our vision is realised through this policy by affirming and valuing every member of our school community. We believe that in order for our children to fulfil their potential, whether academic, social, physical, moral or spiritual, they have to feel safe. We follow a programme of Values Education. Through this the children are helped to understand, access and live by Christian Values including love, kindness, consideration, cooperation, friendship, tolerance and forgiveness. We aim to help the children to develop their self-confidence through an ability to manage themselves and to interact with others in a variety of situations. Within this environment bullying is not only totally unacceptable, but will not thrive.

Definition:

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (DfE definition - Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies).

We recognise that bullying can be a form of "peer on peer" abuse as defined in "Keeping Children Safe in Education." The school has zero-tolerance approach to abuse and it will not be passed off as "banter", "just having a laugh", "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment.

We recognize that bullying can also include online bullying, prejudice-based and discriminatory bullying and this policy covers all forms of bullying, including bullying related to ethnicity, gender, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities and cyber bullying.

Bullying may include physical and/or sexual harassment or sexual violence.

Aims:

We aim to:

- prevent bullying from occurring
- deal effectively with bullying when it occurs
- raise awareness through the curriculum
- teach appropriate language to enable children to talk about their feelings
- outline procedures for investigating incidents, listening to victims and helping the bully to change his/her attitude.

Bullying Behaviours:

May include the following hurtful behaviours:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including:
 - sending abusive, harassing and misogynistic messages;
 - sharing non-consensual of indecent nude and semi-nude images and/or videos, especially around chat rooms;
 - sharing of abusive images and pornography, to those who don't want to receive such content;
 - inappropriate, offensive or degrading text messages, emails or instant messages;
 - setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.
- Much verbal bullying and indirect bullying (spreading rumours, humiliation in front of peers etc) nowadays occurs electronically (eg on social networking sites such as Instagram and Snapchat) and through text messages, WhatsApp etc. This type of bullying occurs outside school hours but can have a significant impact on children's learning. Children are taught Internet safety regularly through Computing and PSHE lessons and parents are reminded of e-safety through the newsletter. We may involve the police where cyber bullying occurs outside school.
- We are also alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence – is isolated and seeks adult company
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone or is nervous when receiving a message

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Response to Bullying

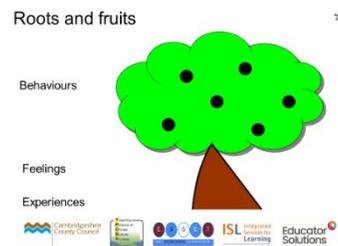
ALL CHILDREN STAFF AND PARENTS ARE TO BE ENCOURAGED TO REPORT ANY INCIDENCE OF BULLYING.

Bullying is **not tolerated** in our school. We are a “**Telling School**”

The School follows the Hertfordshire STEPS approach which promotes a therapeutic view of behaviour management. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

We understand that:

- Negative experiences create negative feelings.
- Negative feelings create negative behaviour.



Primarily we aim to develop a climate and environment where the children are educated so that bullying rarely occurs. We do this through a variety of ways;

- Above all; we have skilled practitioners, in school who help and support our children at all times.
- Through our whole school ethos – underpinned and supported by our programmes of Values Education and PSHE, we work with our children in a consistently positive manner. We expect and achieve good behaviour, using praise and a recognition of supportive attitudes wherever possible.
- Issues of bullying, unkindness are tackled in Collective Worship as well as in class.
- We are actively developing a whole school programme of Protective Behaviours, through which to empower children of all ages to resist and counter any behaviour that makes them uncomfortable in any way.
- Our three school rules are based around, respect – “Is it respectful?” “Is it Safe?” “Are we ready to learn?”
- We use praise and encouragement with individuals, groups and classes to foster personal self-esteem and a positive sense of group identity.
- We apply appropriate rewards and sanctions in line with our Behaviour Policy.
- We maintain a strong ethos of mutual support throughout the school community and always treat each other with respect.
- Annually we agree a class Code of Conduct with the children and refer to them frequently.
- We are actively interested in **all** children and are fair and consistent in our approach towards them.
- We give all the children a range of opportunities to work together in a variety of groups and settings.
- We discuss behaviour with children, especially with reference to our ‘Values’, code of behaviour, and before a difficult situation occurs.
- We greatly value and work hard to maintain and improve a strong communication network throughout our school community – both within school and with parents/carers.
- We regularly invite professionals to deliver the anti-bullying message through presentations (spoken, dramatic or magical) and/or workshops.
- We are always pro-active in seeking and acting upon advice and training from professionals in supporting and related fields as appropriate.
- The school strives to provide support for all pupils in a variety of ways including: Anger management groups; Social skills groups; Playtime groups; Communication groups; Bereavement groups; Protective behaviour; Lego therapy; These are all adapted, modified and organised as the needs arise.
- We have two sensory rooms and a variety of resources to support social and emotional issues
- Access to Counseling Service

However when bullying incidents occur we are proactive in our response.

Teachers will:

- Remain calm and in charge; take the report seriously.
- reassure victims that they are being taken seriously and that they will be supported and kept safe.
- They shouldn’t be given the impression they are creating a problem or made to feel ashamed for making a report.
- Teachers may use a 5W form to clarify what is happening (Appendix 1)
- Put details of the incident – using the voice of the child onto CPOMs as soon as possible after conversation with children.
- Take action as quickly as possible.

- Offer help, advice and support.
- React calmly to the bully; the aim is to help the bully to feel concern for the victim. (i.e. no blame approach)
- Disapprove of the bullying incident but not of the bully
- Encourage the bully to see the victim's point of view
- Inform/seek advice from the Headteacher/Deputy Headteacher
- Inform and work with parents as necessary
- Make sure that the incident is not constantly referred to, so that the children concerned can "move on".

Talking to someone who has been bullied

- Begin with general conversation and be prepared for the pupil to express guilt, shame, anger, fear and other emotions and encourage them to explore their feelings.
- Talk slowly and don't insist on information. Demonstrate concern that the pupil has had some difficulties and express belief that you can help.
- Be aware of any hints, red herrings.
- Give assurance that it is an important matter.
- Try and find out information in ways other than by direct questioning.
- Show your trust, remain empathic and confirm continued support.
- Help the pupil to formulate his or her own views, but do not lead.
- Help the pupil to plan a response that is positive and realistic and bring each meeting to an end optimistically and thank the pupil for co-operating.

The SLT/Headteacher will:

- Devise a constructive plan of action for both victim and bully – this may include for the perpetrator to be placed on a Behavior Log. (see Appendix 2)
- A meeting will be arranged between parents and the Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour Log. Parents will be expected to meet with the Headteacher at the end of each week.
- Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding.
- Where deterioration in behaviour continues consultation will be held by the SENCo, with Outside Agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents/carers are informed and consulted at every stage.
- A Risk Reduction Plan would be considered at this point (see appendix 3)
- Parents are made aware that failure to modify and control anti – social behaviour in school may result in fixed term exclusion from school.
- Monitor incidents and respond proactively on CPOMS
- We take bullying outside school very seriously. All reported episodes will be investigated in school with the aim of repairing strained relationships, and minimising the impact on learning.
- We reserve the right to involve the police in extreme situations.

Our children will:

- Follow class code of conduct and home school agreements
- recognise that bullying has to stop for the sake of all concerned – including the bully

- know that we are a **“telling school”** and that they can go to a trusted adult or friend – e.g. playground mediator, teacher or parent and not be frightened of possible consequences of ‘telling’
- not take responsibility for inappropriate peer pressure
- not feel guilt about being unable to ‘stick up’ for yourself or to feel that it is your fault.
- not to feel that if they don’t act it will eventually stop and go away
- not to accept that it is part of school life and put up with it

Response by bystanders:

- we ensure that children recognise their responsibilities as by-standers and equip them with strategies by which to act appropriately. These messages are delivered through many approaches e.g. through assemblies, PSHE lessons, mediator training, visiting theatre companies etc

Our Parents/Carers will:

Parents play a key role in preventing bullying.

- Parents should watch out for any signs that their child may be bullied or may be using bullying behaviours. Parents must monitor their child’s access to and use of the Internet and social media apps.
- Parents should help their child distinguish between falling out with a friend and bullying which is deliberate, persistent and designed to be hurtful.
- We ask parents to report any incidences to the class teacher directly rather than speaking to other parents. Be positive with your child that a solution can be found to the situation

School Policy documents which support this policy:

Keeping Children Safe in Education	Policy for the use of Physical Intervention
The SEN policy and Procedures.	Home-School Agreement
Exclusions Policy	School Code of Conduct (staff)
Behaviour Policy	School Equality Scheme
Online Safety Policy	

Policy 'overseen and approved' by: Governors' School Improvement and Monitoring, Curriculum and Ethos Committee (SIMCE)
Reviewed: Spring 2022
Next Review: Spring 2024

Appendix 1 – 5W's Behaviour Prompt Questions

Time to consider the 5 W's :

1. What I did.	
2. Why I did it.	
3. Which rule did I break?	
4. Who was affected?	
5. What can I do differently next time?	

Appendix 2 - Behaviour Log: (This may be amended as necessary) Week beginning _____ Name: _____
 Behaviour to improve: _____ Needs to achieve at least _____ per day.

Behaviour points:

0 – poor (Please write details of the poor behaviour) 1 – Requires improvement 2 – Good

	Session1	Session 2	Break	Session 3	Lunch	Session 5	Totals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 3 – Risk Reduction Plan

Individual Management Plan - CONFIDENTIAL

Name	DOB	Date	Review Date
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	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator **Date**

Signature of Parent / Carer **Date**

Signature of Young Person **Date**.....