



St Mary's C.E. Primary Academy

Anti-bullying Policy

2022 - 2024

"Everything is possible for one who believes." Mark 9:23

Dream, believe, achieve.

Head Teacher:	Erica Holt
Chair of Governors:	Mike Lovett
Date:	February 2022
Date of next review:	February 2024

School vision statement

Our vision, underpinned by Christian values:

Enables each child to flourish within a creative curriculum in order to develop confidence and curiosity through high expectations

Widens horizons and raises aspirations within a Christian community, which celebrates and respects everyone's uniqueness.

Anti-Bullying Policy

Introduction

At St Mary's Primary Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the *Equality Act 2010* it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At St Mary's Primary Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care officer.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Principles

It is the responsibility of the Academy Governing Council (AGC) and the Principal to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing respect for others through the Christian values of forgiveness, friendship and kindness.

Our guiding principles are:

- every pupil is a unique person, who is constantly learning and can be resilient, capable, confident and self-assured
- pupils learn and develop well in nurturing, safe environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

At St Mary's C.E. Primary Academy we are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, in order to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

We strongly believe in nurturing passionate, life-long learners within a caring, Christian community.

We will achieve this by:

- Developing the whole child, academically and emotionally
- Enabling every member of the St Mary's family to be the best that they can be
- Nurturing Christian values
- Developing a respect for all individuals, valuing and celebrating everybody's uniqueness
- Sharing a passion and optimism within the school community
- Developing and teaching a stimulating curriculum
- Supporting families and the community in being aspirational and optimistic for all

Bullying Definition

At St Mary's, we discuss what bullying is, as well as incidents we would not describe as bullying. This is discussed with all pupils through Collective Worship and Personal, Social and Health Education (PSHE) lessons.

We agree that:

- bullying is repeated intentional behaviours- several times on purpose
- when someone does something intentionally to hurt someone repeatedly, either physically or emotionally.
- is often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Types of behaviour associated with bullying

Hitting, kicking, poking, tripping, games turning into rough play, social exclusion, social media, cyber bullying, gaming, name-calling, jokes, jibes, teasing intended to be hurtful, ganging up on people, undermining an individual's self-esteem or exclusion from groups or activities.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities
- Children by virtue of their ethnicity
- Children entitled to free school meals
- Children who are perceived to be gay, lesbian, bisexual or transgender
- Children by virtue of their physical appearance

Bullying may also occur on account of a person's family background, attitudes to schoolwork (e.g. being accused of being a 'swot' or 'teachers' pet'), hobbies or friendship groups.

Forms of Bullying

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

Cyber- Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience as more people use devices.

Sex and Sexual Bullying

This includes any bullying behaviour that has a sexual element including sexism, sexist stereotypes and homophobic behaviours. This behaviour can be between children and young people of any age, gender, and/or sexual orientation and between children and adults.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping children safe and incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that they themselves or someone else is being bullied.

Code of Conduct

Our school Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules and values, and staff reinforcing them, bullying should be minimised and eliminated. Our Code of Conduct is as follows:

Whole School Expectations

1. Listen attentively and follow instructions.
2. Always try your best.
3. Keep hands and feet to yourself.
4. Be kind, polite and respectful.
5. Take care and be responsible for your own property and do not damage other peoples' or school property. Treat all property with respect.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions that are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Actions to Tackle Bullying

It is everybody's responsibility to address bullying to ensure that our school is a safe and nurturing environment. All cases of alleged bullying should be reported to the Principal/Deputy Principal or senior member of staff. If a class teacher listens to an allegation and it becomes apparent to parents that it was an isolated incident then it will stay at class teacher level.

When dealing with suspected incidents of bullying, staff will be guided by the following principles:

1. Never ignore suspected bullying.
2. Do not make premature assumptions. Listen to both sides of the story.
3. Listen carefully to all people– more than one child with the same version does not mean they are telling the truth.
4. Use a constructive, logical approach that moves pupils forward and focuses on making things right.
5. Follow up the issue to check bullying has not reoccurred.

6. Record information in detail outlining any incidents and conversations

All reported incidents of bullying should be investigated and taken seriously by staff members in order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action. All proven incidences of bullying should be reported to the Headteacher. These will be recorded in the Bullying Incident Log. If the allegation of bullying is upheld then the bully's parents will be informed. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded in the Racial Incident Log. Incidents of bullying should be reported to the governors at the next Academy Governing Council meeting. In the majority of cases bullying behaviour will be dealt with according to the strategies set out in the Behaviour Policy. The effect of such strategies will be monitored.

If the allegation of bullying is upheld, the Principal (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours would not be acceptable.

If the behaviours continue, the Principal (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

We believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Prevention is better than cure so at St Mary's CE Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the vision of the school and help pupils to develop strategies to combat bullying-type behaviour.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff.

- Being supported to build resilience.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Conflict resolution work with staff.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyber-bullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

Safeguarding Children

As part of safeguarding the school fully recognises the importance of preventing bullying. St Mary's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All safeguarding procedures and information can be found in St Mary's CE Primary School's Safeguarding Policy.

Monitoring

The headteacher and senior leadership team monitors the effectiveness of the policy across school and if necessary make recommendations for further improvements.

The Academy Governing Committee will monitor bullying records termly.

