

# Anti-bullying Policy

Barwell Church of England Academy



Approved by:

Date:

Last reviewed on:

Next review due by:



## 1. General

If children are happy, safe and secure in their school environment, this will have an impact on staff well-being and children's learning. This policy aims to set out how our whole school vision is at the heart of our approach to anti-bullying and also detail how we monitor, record and report situations and incidents to achieve our ultimate goal: to prevent bullying behaviour. It is imperative that all members of staff, parents and governors have a clear understanding of this policy to ensure consistency throughout the school and across the community. **Bullying is everyone's business.**

### Vision

**Love thy neighbour in a flourishing school community.** A community with Jesus' protective love at heart, embracing inclusivity and having the highest expectations for all, both academically and behaviourally. A community that nurtures individuals as a whole, their mind, body and spirit. A loving, knowledgeable community building a rich, challenging curriculum for all.

## 2. Church School

Our vision is based on love, a love that welcomes and challenges and wants every individual to flourish holistically. Its main roots are very simple and come straight from Jesus:

**A new command I give you: Love one another. As I have loved you, so you must love one another. John 13.34-35**

To enable us to understand this love fully and how it applies to our every day practices, we use parables from the Bible to enhance our understanding. The two parables that help guide our journey are The Good Samaritan and The Good Shepherd. We need everyone connected with our school to understand how the meaning behind both of these stories can help us to become better versions of ourselves. We use The Lion Story Telling Bible's version of these parables to make them as accessible as possible to our children and to keep consistency across school. The parables are connected to our Christian Values so that we can explicitly teach how to show love to our neighbours.

The Christian Values go hand in hand with the other character traits that we use in school to ensure that we have a shared language. However, because these values are instrumental in leading the values set out in our vision, we focus on one Christian Value each half term.

The Christian Values are set out in the table below:

<b>Christian Values</b>	<b>Compassion</b> <b>Friendship</b> <b>Thankfulness</b>	<b>Trust</b> <b>Hope</b> <b>Forgiveness</b>
-------------------------	---	---

On the following page, there is a table which sets out which Christian Values are matched to which parable. However, it is understood that these are not restricted to these and show the children, through other stories and examples, how these values are important in our lives. The table also identifies Bible quotes matched to each value to expand further on the theological basis for choosing each value rather than it being a generic character value with no religious connection.

The Good Samaritan	
Compassion	Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble. <b>1 Peter 3:8</b>
Friendship	If one falls down, a friend can lift him up. <b>Ecclesiastes 4:10</b>
Thankfulness	Be joyful always, pray continually, give thanks in all circumstances, for this is God's will for you in Christ Jesus. <b>1 Thessalonians 5:16-18</b>
The Good Shepherd	
Trust	May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit. <b>Romans 15:13</b>
Hope	Now faith is being sure of what we hope for and certain of what we do not see. <b>Hebrew 11:1</b>
Forgiveness	Forgive us our sins, as we also forgive everyone who sins against us. <b>Luke 11:4</b>

**Love thy neighbour in a flourishing school community. A community with Jesus' protective love at heart, having high behavioural expectations.** In the parable of the Good Samaritan, Jesus illustrated how love can be shown through **Compassion**, even for those who are not like you. In our work to safeguard children, compassion must be shown to those who are in different circumstances to ourselves and not make judgements. And in our work on behaviour, to understand the communication behind actions and look for the reasons someone 'can't' rather than assuming they 'won't'. He showed how **Friendship** is about lifting others up when they are in need of help and so our duty is to lift up those who are in need of our friendship, whether this is to help safeguard them or support them with their emotional regulation. And **Thankfulness** to the people who help us; our staff team who work together or outside agencies who give additional support in our work.

In the parable of the Good Shepherd, Jesus taught us to consider the whole flock and the value of **Trust**, in ourselves and in others. It is imperative that our children and families trust us if we are going to be able carry out our safeguarding work. And we need to trust that, if we give children the right knowledge and skills, they may lose their way but they will be found. The Shepherd never gave up **Hope** and so never gave up on any of his sheep and we must not give up on any of our children when dealing with safeguarding and supporting behaviour. And finally, Jesus taught of **Forgiveness**, we do not stay angry when others stray but restore relationships through Forgiveness.

### 3. Bullying

In order to live out our vision, it is important that all involved with our school community have a shared understanding of what bullying is. Below sets out how we use the Anti-bullying Alliance's definition and define bullying as:

**'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'**

In order to explain this to our children in an age appropriate way, we describe it as harm that has been caused **Several Times On Purpose** (STOP) without provocation. We also use STOP as an acronym for **Start Telling Other People** if you are worried about bullying. Bullying can occur not just between pupils but between pupils, staff and parents. Our Dignity at Work Policy goes into more detail about harassment and the measures we take to prevent it for adults within our school.

#### **Bullying**

There are different types of bullying:

- **Physical bullying:** violence and assault (hitting, pushing, kicking, biting, spitting, jostling), damaging or stealing property, damaging school work and equipment.
- **Verbal bullying:** name calling, vindictive teasing, insulting remarks, threatening, taunting, homophobic/biphobic/racist remarks, harassment.
- **Emotional bullying (also known as indirect or psychological bullying):** rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.
- **Cyber bullying:** (via a digital device e.g. text messaging, instant messaging (MSN etc.) and social networking sites) name calling, malicious gossip, the passing on of images, sexting, teasing, ostracising etc.

In our context, it is highly likely that cyber bullying may occur beyond school as children are not permitted to use mobile technologies without supervision and the filtering systems we have in school prohibit social media sites. However we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero tolerance approach to this behaviour, informing parents whenever we suspect pupils may be involved.

#### **Forms of Bullying:**

Bullying behaviour can be based on prejudice or negative attitudes and any member of our community can be a target of bullying behaviours, including staff. Some forms of bullying are aimed at specific groups or based on factors which put individuals at a greater risk of being bullied. These groups include, but are not solely restricted to, the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Below shows the different forms bullying can take:

#### **Bullying based on disability (disablist)**

This is where the motivation for bullying is based on the target's real or perceived disability, special need, gift or talent or health conditions or association with someone in those categories or association with someone with a disability/special need. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

#### **Bullying based on gender reassignment (transphobic)**

This is when the motivation for bullying relates to the target being transgender, or perceived to be transgender, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a family member who is or is perceived to be transgender. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on race or ethnicity (racist)**

This is where the motivation for bullying is based on the target's skin colour, culture, language, ethnicity or national origin. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on religion or belief**

This is where the motivation for bullying relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on sexual orientation (homophobic or biphobic)**

This is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on sex (sexist)**

This is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on appearance or health conditions**

This is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition). A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

### **Bullying based on home circumstance**

This is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals. A person does not need to have this protected character, or be connected to someone with this protected character, to be harmed by this form of bullying.

It is important to remember that bullying does not just happen between children. Bullying can take place between:

- young people
- young people and staff
- staff
- staff and third parties
- individuals or groups

## **4. Our whole school approach**

In order to enact our vision, and to create the right culture, we are deliberate in our approach to create the right environment that fosters love and respect. In this section, our approach is set out, in no particular order and where none is more or less important than another. It is the sum of the parts that is important to the embedding of our vision throughout all of our day to day work.

### **Character**

At the heart of our approach to creating a positive school culture is having a shared language across our whole school. These are important words that equip children and staff with the vocabulary needed discuss what characteristics are important as we progress through life. Our characteristics are grouped into three broad categories, Academic, Values, and Emotional Wellbeing. In the Values group are the Christian Values which have been set out previously. There is some cross-over between the three groups, as would be

expected, and some characteristics appear in more than one group. The Academic character traits are detailed in our academic curriculum, the Learning Adventure. Although we understand that learning and achieving academically are instrumental in overall wellbeing, we are focusing specifically on those characteristics that we are concentrating on particularly as part of wellbeing because we know the impact of wellbeing on creating a positive culture where the school community can thrive. Below, the characteristics for Values and Emotional Wellbeing are set out:

<b>Value Characteristics</b>	<b>Empathy</b> <b>Respect</b> <b>Humility</b> <b>Inclusiveness</b> <b>Good Humour</b>	<b>Gratitude</b> <b>Integrity</b> <b>Co-operation</b> <b>Peace</b> <b>Kindness</b>
<b>Emotional Wellbeing Characteristics</b>	<b>Resilience</b> <b>Courage</b> <b>Confidence</b> <b>Optimism</b> <b>Self-efficacy</b>	<b>Self-esteem</b> <b>Feeling safe and secure</b> <b>Managing Impulsivity</b> <b>Perseverance</b> <b>Communicating</b>

### Celebrating diversity

We believe that a celebration and understanding of difference, whether that be down to appearance, attitudes, background and so on, enables a better understanding of differences. Feeling fearful of the unknown can fuel behaviours that could harm others. We explicitly teach that:






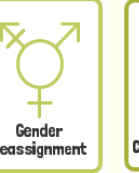




### Everyone is different, everyone is equal

This also ensures that our children are prepared for life in modern Britain and have an understanding of the Equality Act (2010). We teach children about diversity through a No Outsiders in Our School approach (Andrew Moffat, 2016). Our programme is called **Everyone's Welcome** and encompasses the theme of how differences should be celebrated for all sections of the community and has a focus on the protected characteristics within the Equality Act. We teach explicitly about this through our Collective Worship, within our curriculum using picture books and through every day conversations.

When entering our school, our expectation is that:

**Everyone is agreeing to treat everyone with dignity and respect as people created in the image of God.**

The table on below sets out the protected characteristics that are discussed at an age appropriate level with our children. The delivery of Collective Worship, where the protected characteristics are discussed, is in classes so that children have the time and space with their teachers to develop their thoughts and feelings to different contexts. In this way, we ensure that discussions can be pitched at a level suitable for the ages of the children and, as the children progress through our school, their understanding can develop.

<b>Equality Act 2010 Protected Characteristics</b>								
 <b>Sex</b>	 <b>Sexual Orientation</b>	 <b>Age</b>	 <b>Disability</b>	 <b>Gender Reassignment</b>	 <b>Marriage and Civil Partnership</b>	 <b>Pregnancy and Maternity</b>	 <b>Religion and Belief</b>	 <b>Race</b>

## **British Values**

Alongside the Equality Act and protected characteristics, we also focus on British Values within our class discussions. We aim to actively promote British Values so that children leave our school prepared for life in modern Britain as holistically well, global citizens with the confidence to display courageous advocacy. We emphasise that, along with the celebration that everyone is different, and everyone is equal, in Britain we have a set of fundamental values that we all have a responsibility to uphold, regardless of our differences.

The key British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs

We encourage children to treat all people with respect, developing their understanding that even though differences in opinion may exist about what is 'right' and 'wrong', all people living in Britain are subject to its laws. In doing so, we model these values in our interactions and actively challenge those who express opinions contrary to these. The British Values are set out in more detail in our Journey to Wellness: mind, body and spirit.

## **Behaviour and relationships**

In order to achieve our vision, the way that we approach behaviour within school and the relationships within our school community are vitally important. There are two prongs to the work we do on behaviour, our Behaviour Policy, which guides how we set out our expectations, and our approach to teaching behaviour.

### **Behaviour policy**

Our policy for behaviour is very straight forward. In line with our vision, it sets out to ensure that every child and adult within our Barwell Family feels safe and *are* safe first and foremost. Our school should be a haven where there are high levels of respect surrounded by positive attitudes. Our children should behave well and have high levels of self-control and not disrupt lessons or the day-to-day life of the school. We want to enable our whole school community to flourish. We understand that for this to happen, our children need explicit high expectations, understood by every member of staff who works in our school, and a lot of love. We understand that these expectations need to be taught explicitly and progressively throughout school. We need to have a shared language and consistent approaches. We would describe our approach to behaviour as having:

**High expectations for everyone with a lot of love to support children to achieve these expectations.**

Our Behaviour Policy sets out in detail how we enact this approach.

### **Behaviour curriculum**

Regulation is something everyone continually works on whether they are aware of it or not. We all encounter trying circumstances that can test our limits. If children and staff can recognise when they are becoming less regulated, they will be able to do something about it, manage their feelings and get to a healthy place. For some children, because of the experiences they have already had, this will come more naturally, but for most it is a skill that needs more attention and practice. For this reason, our behaviour curriculum is based on Zones of Regulation. Our Journey to Wellness: mind, body and spirit sets out in detail how we deliver our behaviour curriculum.

### **Relationships**

In order to support children to regulate their feelings and emotions, relationships are critically important. Relationships between children and staff, between children and children, between staff and staff, and our relationships with families all matter enormously if we are going to succeed in living out our vision.

One way we support positive relationships, and to model what positive relationships look like, is to have a restorative approach to conversations, especially when they may be happening when there are heightened emotions involved. A restorative approach to the way we talk to children helps to create a harmonious learning environment where children develop the skills to be able to self-regulate their own emotions and feelings and to understand the emotions and feelings of others.

Our work in this area focuses around the Four Rs:

### **Respect**

We show respect by listening carefully to others' opinions and learning to value what they say even if we do not agree with them

### **Responsibility**

We learn to take responsibility for our own actions and examine where situations could have been resolved earlier if we had made other decisions

### **Repair**

We work to develop the skills needed so that we can repair situations and any harm we have caused. If the repair is done properly, we learn from it and do not make the same type of mistakes again

### **Re-integration**

We work together, in a supportive way, to look for solutions and ways to move forward with forgiveness and inclusivity

It is usually a member of the Senior Leadership Team (SLT) who have conversations with children when things have involved heightened emotions or children have been harmed in some way. However, all staff need to understand the principles behind making restorative conversations work as, as well as helping to resolve any issues, it is also a powerful model for children on how to navigate their emotions whilst also dealing with the emotions of others. We have a set of principles to follow to guide our restorative conversations and, from these, it becomes clear why these conversations will be most successful with a member of the SLT, or someone who not responsible for a group of children at the time of the conversation, as they need time and space for them to happen in an effective manner. Our Journey to Wellness: mind, body and spirit sets out the principles that are followed when having a restorative style conversation.

### **Relationships curriculum**

As well as the work detailed above to support healthy relationships, we also discretely teach about Relationships and Relationships and Sex Education (RSE). This area of our work focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The aims of RSE within school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We have developed our RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils and it focuses on preparing children for the changes that adolescence brings and how a baby is conceived and born.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Much of the statutory guidance is covered throughout our wellness work, as we believe that interleaving the learning and repetition of key themes, rather than discrete one off lessons, is more effective. However, to allow for clear progression and a sensitive informed approach, some aspects of this work are also delivered discretely. In Year 3 and Year 4, these are delivered by children's class teachers and in Year 5 and Year 6, our Family Link Worker, who has received training on delivering RSE education and is a Deputy Designated Safeguarding Lead (DDSL). Our Relationships Education, Relationships and Sex Education Policy sets out more details about this area of our work and it is also detailed within our Journey to wellness: mind, body and spirit and how we communicate with families.



### **Additional support**

We understand that, for a small number of our children, the provision set out so far in this document may not be enough and they require additional, more personalised support. In the same way we approach identifying children's additional needs within our academic curriculum, in order to enact our vision, we need to be aware that there will be some children who need more to support them with their social, emotional and behavioural development. In our drive to be as inclusive as possible, we take an equitable approach rather than an equality approach with a 'needs first' ethos.

One key element to our additional pastoral approach is the idea of 'upstreaming'. We always need to be ready and prepared to deal with crisis situations and unexpected events but, by upstreaming, we believe that we can be more effective and ensure that we support children and families to reach them before they get to a crisis point. Upstreaming is the theory that, instead of keep jumping into a river to save children who have fallen in, we go up stream and fix where they are falling so they do not need to be saved. This is the approach our pastoral work takes.

### **Pastoral support**

Our Family Link Worker (FLW) is an essential role within our school and is the embodiment of our vision being lived in our day to day work. The role primarily is centred on working with families and providing day to day safeguarding. However, it is much more than this. Our FLW is our lynchpin, the person who connects each facet of our school; by supporting families and children, supporting staff, having an overview of our pastoral provision, leading on RSE, being our Mental Health Lead, and so on. The list is endless. As part of the SLT, this role provides a view point that is not a teacher's but who understands education. We also have a Pastoral Team who deliver specific pastoral interventions to support children with their social and emotional development.

### **Supporting the pupils in their understanding of bullying**

It is vital that pupils have a firm understanding of what bullying is and the difference between bullying and 'falling out' with other pupils, or a one-off disagreement. This is taught throughout the school year repeatedly through our Journey to Wellness: mind, body and spirit as well as through our whole school initiatives, the national Anti-Bullying Week, participation in local initiatives, the "Beyond Bullying" Award Scheme, the Leicestershire Life Education Van and through our behaviour curriculum.

We make pupils and parents aware at the start of each year of the dangers of cyber bullying and our zero tolerance stance towards it, regardless of whether it occurs outside of the school building. We use a variety of published resources such as CEOP materials, "Think You Know" and "Kidscape" as well as delivering annual staff training through National Online Safety and the Anti-Bullying Alliance. To raise awareness of the dangers involved we also utilise Anti-Bullying Week (in November) and Safer Internet Week (in February) to reinforce our Anti-Bullying stance. We also provide training within staff briefings where updates are given termly. Where there is a need to update staff in a more immediate manner, 'communication alerts' and weekly safeguarding updates are utilised. Anti-Bullying bulletins (from the Anti-Bullying Alliance) are also sent out for staff to read.

We firmly believe that anti-bullying should be interweaved into our children's curriculum as much as possible, through our Learning Journeys and Journey to Wellness: mind, body and spirit. Although we participate in National Anti-Bullying Week each year, we also ensure that our school messages are reflected each half term, within stand-alone lessons and embedded within The Great Learning Adventure.

All the activities and lessons we undertake are designed to raise awareness of bullying, what bullying is and how to tackle the issue successfully. Materials acquired to enhance social and emotional development are used to support these interventions. The Personal, Social and Health Education (PSHE) Lead, in association with our Wellness Team co-ordinate and organise the appropriate learning within each year group and this is reflected within our curriculum.

Throughout these experiences, the children will be actively taught to speak out if they are worried about being bullied and are made aware that all adults in school will help them deal with situations in which they may feel they or their friends are being bullied and will report any incidents to the Headteacher (if the Headteacher is unavailable the Deputy Headteacher will deputise). It is vital that we ensure that the children know that the school will not condone bullying in any form. For children who may find it difficult to speak out, as well as the importance of creating strong, trusting relationships within school, we also have 'worry boxes' strategically placed around school which are checked and responded to regularly by our Family Link Worker.

## Big Buddy, Little Buddy

In recognition that it is not just Year 6 in our school who have a large transition, we have established a Big Buddy, Little Buddy scheme for our Year 3 children. It is a big transition to go from an infant school to being a junior when you are only 7. We want children to have the best possible start with us so that they feel safe and secure right from the start.



One of the things that children struggle with when transitioning is to go from being the oldest children in the school to the youngest and on a much bigger site. Usually, one of their main concerns is lunchtimes and the older children in Year 6. To combat this, we team each Year 3 child with their own Year 6 buddy. It is a child that they do not already know so they extend their friendship group. The buddies meet on a regular basis, right from our Transition Day in the previous academic year. They share their work, successes and worries and the Year 6 children do a brilliant job of making them feel welcome. Their friendships develop throughout the year and often, if a Year 3 child has a falling out or cannot find their friend, it is their buddy who they seek out to help.

## Assessment

The Boxall Profile assessment is a two-part checklist, which is completed by class teachers once a year for their whole class and more regularly for children who have interventions, and it identifies the levels of skills that children possess to access learning. The data it produces is extremely useful on an individual basis, to identify class needs and to analyse progress across the whole school or specific groups of children. On an individual basis, it helps to inform our SEN Individual Plans for children who have special needs by identifying areas where they may struggle and useful provision to develop skills in these areas. We can also use it to look at the impact of interventions by comparing how children scored prior to an intervention and after.

## 5. Dealing with bullying

### Strategies

All adults in our school have the responsibility for keeping our children safe. Watching bullying happening and then doing nothing about it (inappropriate bystander behaviour) is not acceptable under any circumstances.

As soon as we are aware that bullying is happening or may be happening, appropriate action must be taken. The Headteacher (the Deputy Headteacher in their absence) must be made aware and tackle any incidences of potential bullying.

Any incidences of bullying or suspected bullying will be recorded on a Yellow Concern Form and passed to a Designated/Deputy Designated Safeguarding Lead (D/DDSL) to be triaged and recorded on CPOMs and the Headteacher alerted. Bullying, harassment and violence will never be tolerated and, if on the balance of probability, it is found that there has been intentional bullying behaviour it will be treated as serious misbehaviour as defined by our Behaviour Policy.

When considering the behaviour of any pupil with Special Educational Needs and or Disability (SEND), the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school may use one or more of the following sanctions in response to unacceptable or bullying behaviour depending on the severity of the incident:

- A verbal reprimand
- A consequence such as missing free time
- Contacting a child's family to discuss behaviour

**Any persistent, repeated incidents of bullying by an individual or group will result in the Headteacher contacting parents and, if a criminal act has occurred, the police. Ultimately, repeated incidences of bullying behaviour may result in a suspension or exclusion of the pupil(s) concerned.**

Where appropriate and necessary, we would also carry out risk assessments detailing how to manage the behaviours and safety of the children involved moving forward.

To deter negative behaviours, positive non-aggressive behaviours must also be awarded such as: Character Commendations, texts or notes home and praise, as set out in our Behaviour Policy, Peer group disapproval can also be used to combat bullying behaviours. Should a child arrive new to our school or be lonely or shy, it is imperative that children are encouraged to welcome and include them.

### **Best Practice for Staff**

At all times, staff must be alert and observant, both inside and outside of the classroom, for example: on the playground, the hall, corridors and toilet areas, and are responsible for dealing IMMEDIATELY with inappropriate behaviour from any child. All staff should be informed if a particular incident arises that would have an impact on bullying behaviours.

At break times, duty staff should be vigilant. Incidents involving suspected bullying should be reported as soon as possible. During the lunchtime period, when there is a more significant risk of being exposed to bullying, staff on duty must communicate any concerns for the safety and well-being of any child during to the Senior Leader on duty using our 'triage' system.

In the classroom, all adults need to be aware of hidden indicators of possible bullying, for example: body language; pupils who seem withdrawn and isolated; unwillingness to go to school; signs of withdrawal; deterioration of work; isolation; faking illness; erratic attendance; desire to remain with adults; late to school; general unhappiness/fear/anxiety; crying at bedtime; continual 'loss' of money and other school equipment and report any concerns using our safeguarding procedures as set out in our Safeguarding and Child Protection Policy.

All staff should remain vigilant to the effects of bullying between pupils outside of school, including the possibilities of cyber bullying through text and instant messaging and through comments on social networking sites. Schools have the power to intervene in instances of bullying outside of school.

If a child reports bullying behaviours, to any staff member, remain calm and take charge of the situation; reacting emotionally may add to a 'harmer's' ego and give the 'harmer' control of a situation. Always take the incident or report seriously and take action as quickly as possible by speaking to the children involved. Think carefully about where to have that conversation and reassure the 'harmed', not making them feel inadequate or foolish.

Any member of staff who has just cause to suspect that bullying is or has occurred should complete a Yellow Concern Form and hand it to a Designated/Deputy Designated Senior Lead to triage. The Headteacher, or Deputy Headteacher in their absence, will then become actively involved if bullying behaviours are suspected but no judgements are made prior to investigating. The Headteacher will involve parents of the 'harmed' and the 'harmer', and explain the action taken, reasons for it, and what they can do to help reinforce and support our zero tolerance message towards bullying. Depending on the circumstances, the Headteacher may call the police where a criminal offense has occurred.

### **Reporting incidents**

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Should a child be worried about a potential bullying incident or bullying behaviours, as part of our school ethos of 'Start Telling Other People', we encourage children to talk to any trusted adults to report their concerns. This could be our Family Link Worker, our Pastoral Lead, or even reporting their worries in our Worry Boxes. Although we have designated pastoral staff, we encourage our children to talk to any member of our staff as we are aware that children will forge trusted relationships with different adults.

If bullying incidents are witnessed or made known to staff by families or the community within/outside school, whether between pupils or staff, it is the duty of care for every adult in school to report this. In order to do so, a Yellow Concern Form should be filled out and handed to a D/DDSL if the concern is related to a child. These incidents are then triaged and recorded on CPOMS as a Behaviour Incident, detailing that bullying has potentially occurred, and alert the Headteacher who will then either investigate or instruct another member of the Senior Leadership Team to investigate on their behalf. If the concern is about an adult's behaviour, the Yellow Concern Form should be completed but only handed to the Headteacher (Deputy Headteacher in the Headteacher's absence) without discuss with any other individual, or the Chair of Governors if the concern is about the Headteacher.

### **Investigation and record keeping**

When bullying is suspected or reported, the Headteacher, or another nominated member of the Senior Leadership Team, will investigate fully. The Restorative Approach described in this policy, but also set out in more detail in the Journey to wellness: mind, body and spirit, will be used to ensure that all involved are given a voice in a calm and safe environment. Through this approach, the Headteacher will try to reach a consensus on what happened, but where this has been attempted unsuccessfully, they will use experience and knowledge to decide what happened based on the balance of probability. This will be shared openly with all children involved, including what the next steps will be. This approach will be as sensitive as possible and, if children are uncomfortable discussing it in front of someone they feel has 'harmed' them, these conversations will be carried out separately. Children will be offered the opportunity to have a trusted friend with them if needed. At the end of the investigation, it is really important to check that all children feel they have been listened to, understand what the conclusions were and are given a chance to say whether they feel that it has be dealt with fairly.

All outcomes and actions will be logged on CPOMS, including what type of bullying may have occurred and what form it was in and who has harmed and who has acted as a harmer. It is understood that it may be the case that children can be both harmed and act as a harmer. Even if, after investigation, it has been concluded that there was no bullying involved, it will still be logged as a bullying incident so that it can provide information about incidences that have been deemed serious enough to be investigated under this policy. This is in order to establish an ethos and culture of zero tolerance and ensure that children are confident that their concerns will be acted on and taken seriously and that they have a voice within school. Where a child has acted as a harmer for the first time, it will be clearly explained why their behaviour has caused harm and that, by knowing this, any repeats of the behaviour will be dealt with as serious misbehaviour.

Once a month, both behaviour and bullying incidents are monitored by the Headteacher, both for frequency and to track which groups of children have been affected as we are aware of groups of children who are at a higher risk of being harmed by bullying. The types and forms of bullying are also tracked so that patterns and trends can be identified. The outcomes of monitoring are considered and actions put into place as a result. The Headteacher reports outcomes and actions to the Chair of Governors monthly and to the Full Governor Body through their Headteacher Report.

### **Bullying outside school**

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on in exactly the same way as if it was within school. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **Family involvement**

Families should, first and foremost, be familiar with the definition of what bullying is and the different types of bullying that can occur. Work completed with the children is shared with parents via newsletters, Twitter and videos. Parents are also invited to review our policy to suggest any changes that could be made.

Communication between home and school is key for the school to the identification and prevention of bullying. By supporting the school and their policies, and by informing school if there are any concerns, it means that situations and incidents can be dealt with swiftly and appropriately. Encouraging their child to speak to staff at school if they are worried about bullying will develop positive relationships and ensure that children feel safe and secure.

#### **What should you do if you think your child is being bullied?**

Families who believe their child has been harmed as a result of bullying, or believes their child is harming others, should share their concerns with the school at the earliest opportunity and **be prepared to work with the school** in the best interests of their child. The first port of call should be to contact the class teacher. All expressions of concern will be taken seriously and investigated thoroughly and, if there is a concern regarding incidents of bullying, this will be acted on accordingly. Should families still be concerned, contact should be made with the Headteacher by emailing the school office, contacting the FLW or by requesting a meeting.

**Families should never be made to feel that they are making a fuss or exaggerating incidences when reporting concerns to school staff and any concerns should be treated seriously.** Where possible, the Headteacher will always be available to listen to any concerns that families have.

#### **Monitoring and Reviewing**

Pupils are fully involved in the writing, implementation, monitoring and reviewing of the anti-bullying policy; this is achieved through pupil voice alongside the Junior Leadership Team. This anti-bullying policy will be reviewed by the PSHE Lead and approved by the Headteacher annually to ensure it is meeting the needs of the school and is aligned to our theological Christian Vision and also in consultation with families and wider community.