



Anti- Bullying Policy



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Policy:	Anti Bullying Policy
Approved by:	FGB
Date:	Spring 2024
Review cycle:	Annually

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
V1	Spring 22	M Parkin	No changes
V2	Spring 23	M Parkin	Clarification of links to legislation. Change of terminology: 'fixed term exclusion' becomes 'suspension' in line with KCSIE 2022 Adaption of reporting arrangements to include new electronic system, CPOMS. More clarification of reactive programmes available to pupils; support for parents; support for school staff
V3	Summer 24	A Cummings	Clarification on Protected Characteristic

Introduction

At St Marys CE Primary School our core values are:

Our Christian values of justice, love, endurance, forgiveness, dignity and thankfulness are at the root of our curriculum; central to all we do. Safe in the knowledge of God's love and from the dignity afforded to all as His precious children, it is possible to take risks; to find out for ourselves and find our place in His world, learning from our mistakes and working together to make a difference as stewards of His creation.

We aim, within our small school, to develop thoughtful individuals, confident and resilient children of all ages who understand the positive contribution which they can make to the world and their status as God's precious children.

Our vision is for a community of learners who flourish; who, grounded in the dignity and knowledge of God's love for each one can say, 'I am happy to be me'. We are committed to nurturing a community who, confident in the hope of the Gospel message feel safe to be inquisitive, to challenge themselves; who know that difficulties are opportunities to 'bounce forwards', strengthened by the grace of God. This community also understand and are committed to act out their responsibilities not only to and with each other, but as stewards of God's creation; from the doorstep of Sherwood Forest to a world-wide impact. We foster enthusiasm, our learning, rooted in the Christian values of justice, love, forgiveness, dignity, endurance and thankfulness will equip all to take their place in society, making wise choices both now and in the future. In so doing, our children take with them into an ever-changing world, the humble confidence which comes from knowledge of the constancy of God's all-encompassing love; awareness of the broad opportunities available to them and determination to live the life which God intended for them; life in all its fullness.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

*

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys.
- Governors – discussions at governors meetings.
- Parents/carers – parents are encouraged to contribute by taking part in written consultations and attending parent meetings

- Children and young people – pupils contribute to the development of the policy through the school council, circle time discussions and through collaborative displays
- Visitors and students working in school are given a short version of this policy in their welcome pack.
- Other partners- including visiting external providers in school, breakfast clubs and after school providers, representatives from the local community and the police

This policy is available

- Online at www.st-maryscofe.notts.sch.uk
- From the school office
- Through child friendly versions written by pupils
- A shorter version is available for all parents/carers and also for volunteer helpers and students.

Links to legislation

There are several 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.

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school the role is the head teacher, Miss Maria Parkin.

Responsibilities include:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is: - Mrs Hillary Cheshire, Chair of Governors.

Definition of Bullying

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 through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

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

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

We teach our children STOP – bullying can be identified as **Several Times On Purpose**.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical (repeated, deliberate hurtful and pre-meditated hitting / kicking)
- taking or damaging belongings
- name calling
- taunting or mocking
- making offensive comments (spreading nasty stories about someone, deliberately excluding someone from social groups in order to be hurtful)
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied? Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place? Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying: The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying:

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). Posters, regular discussion with pupils, links to the PSHE and ICT curriculum and engagement with initiatives such as Safer Internet Day and Anti-bullying Week encourage all to report incidents to a trusted adult.

- Concerns, once identified, should be reported to any member of staff.
- Staff will investigate all concerns with pupils, reassuring children who have reported their concern and investigating appropriately, the incident with any child who has been named
- Staff will record the allegations using the electronic reporting system, CPOMS.
- The co-ordinator, Miss Parkin, will receive a notification.
- We give our pupils and community a consistent message – if they haven't told us, we do not know. Our message focusses on telling someone. We teach our pupils – **STOP** – **Start Telling Other People** and at FS/KS1 we use the “**helping hand**” for naming the people we would tell.
- We review policy and procedures with our pupils every year

Procedures: All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

- All parties will be interviewed and the reported incident will be recorded.
- Appropriate disciplinary sanctions will be implemented in accordance with the school's behaviour policy. A sanction should be appropriate to the seriousness of the incident but should always send out the message that bullying is unacceptable.

Direct sanctions may include:

- Making personal apology to offended party
- Temporary exclusion from clubs
- Temporary removal to work in the school office
- Internal exclusion for a day in the school office
- Withdrawal of privileges
- Use of behaviour charts/short-term targets/contracts/home-school behaviour record book
- Suspension
- Permanent exclusion

Direct sanctions can be an effective deterrent to bullying and underpin our anti-bullying policy, acting as a clear set of consequences. Direct sanctions will be used within the framework of other strategies or as a last resort when all else has failed.

- Responses will vary according to the type of bullying and involve other agencies where appropriate.
- The range of responses and support should be appropriate to the situation – should have a solution focused, restorative approach, and may include circle of friends, individual work with victim, perpetrator and referral to outside agencies if appropriate.
- Parents and carers will be informed of the incident as appropriate.
- Reported incidents will be followed up, especially keeping in touch with the person who reported the situation.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crimes.
- Using the Early Help referral process where appropriate to involve other agencies who may be able to support.
- Using services of a provider such as “Think Children”.
- Using in-school strategies, such as Draw & Talk; Buster; Taming the Anger Gremlin; Happy to be Us” nurture groups; Circles of Friends

Recording bullying and evaluating the policy: Bullying incidents will be recorded by the member of staff who deals with the incident using CPOMS and the Anti-bullying coordinator will be alerted.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk**

(Appendix 1)

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottscc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in weekly staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every year.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at St Marys CE Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Preventative programmes such as Anti-Bullying week annually.
- Specific curriculum input on areas of concern such as cyber bullying, grooming and internet safety within IT and PSHE lessons
- Student voice, school council, Young Leaders
- Achievement in all areas (positive attitudes and behaviour, given equal prominence as skills; knowledge and understanding) is celebrated through weekly “FAB” assembly; Class Star of the Day; individual sticker charts with “treasure chest” prize for completion
- Playground Buddying and other student led initiatives

Reactive programmes for vulnerable groups or groups involved in bullying.

- Small group work
- Circle of friends
- Strategies for reflection

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Emotional Literacy interventions such as support related to self-esteem, empathy and regulation of emotions

Home/ School Behaviour Agreement/ Card

Support for parents/carers

- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Underpinning all aspects of our school life is the integration of our Christian values. We recognise and celebrate that we are different and have different strengths and interests, but feel that we are united in our core belief that this is our school family, where all are loved as God’s children, underpinned by its Christian values and ethos. We have a very strong emphasis on Collective Worship as the time in each day when we join together with a common purpose. This is a time when we teach and reinforce a message of Christian love and unity; where we reflect on our own place in the school family and wider community, and where we consider our values and the impact of all of these things. We regard it as a special time together.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Code of Conduct Rights & Responsibilities
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
PSHE	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school’s response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

[Help With Bullying \(kidscape.org.uk\)](http://www.kidscape.org.uk) Kidscape gives advice to young people, parents and professionals

[CEOP Education \(thinkuknow.co.uk\)](http://www.thinkuknow.co.uk) provided by Child Exploitation and Online Protection; information for young people, parents and professionals

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](http://www.thelesbian.org)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

[LGBTQ young people | Barnardo's \(barnardos.org.uk\)](http://www.barnardos.org.uk) Barnardos LGBT Hub

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Appendix 1

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	

Appendix 2

Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation because of the protected characteristics that we all have.

Under the Equality Act, these are nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Race - including colour, nationality, ethnic or national origin
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

At St Mary's C of E Primary School no form of discrimination is tolerated and we respect those who share the protected characteristics. We do not teach about all the protected characteristics in every year group. The curriculum is planned and delivered so that our pupils develop age-appropriate knowledge and understanding during their time at St Mary's.

The 9 Protected Characteristics are actively promoted in school through:

- Our school vision and our school improvement work
- Our school core values - Seen in the hall interactive display
- Our school behaviour policy - children's anti-bullying leaflet
- Conscious role modelling by all adults in the school community and the use of signs through school
- Active engagement and communication with parents and carers
- Assemblies
- Within our curriculum subjects ensuring we are inclusive and diverse
- Modelling and teaching appropriate vocabulary
- Personal, Social, Health and Economic education (PSHE) sessions- Yr 6 Tolerance and respect within the community
- Religious Education (RE) lessons, RSE lessons
- Pupil Voice opportunities
- Educational visits
- School council
- Extra-curricular activities, after-school clubs, charity work and work within the local community
- As part of school improvement, we will be developing all children and staff as Equality, Diversity and Inclusion Champions through workshops and challenges across the year.

