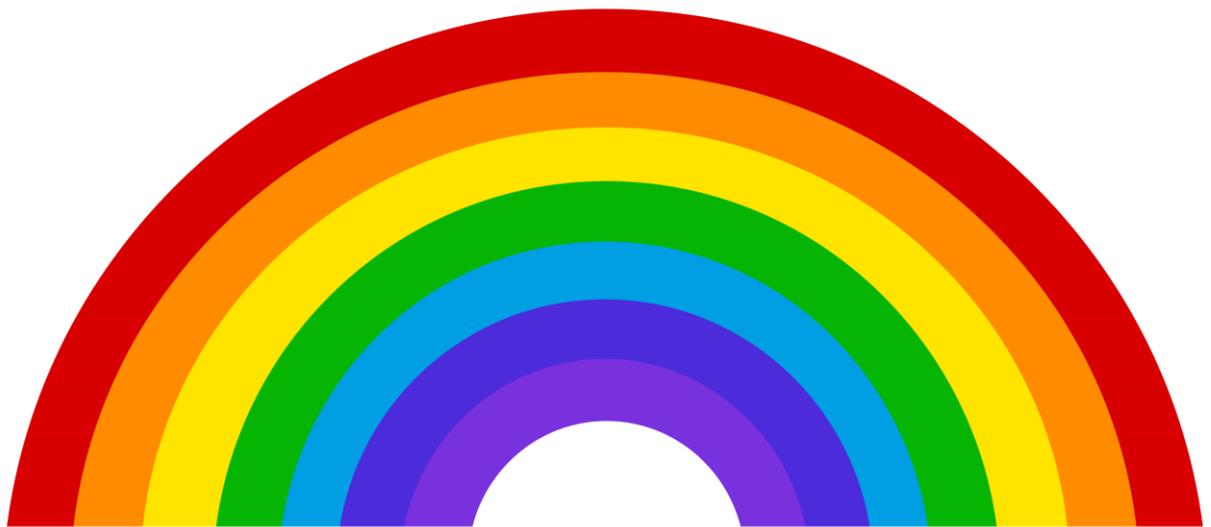


John 15:12: This is **my commandment**, that you **love one another**, even as I have **loved** you.

Farnsfield St Michael's C of E Primary School



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Anti-Bullying Policy

John 15:12: This is my commandment, that you love one another, even as I have loved you.

Our seven 'Rainbow Values' underpin everything we do:



Introduction

All children are a gift from God. They are all special and should be allowed to develop and "grow in a nurturing environment secure in the knowledge that they are cherished."

Valuing All God's Children May 2014

At Farnsfield St Michael's we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Roles and responsibilities

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Mitre Trust and outside agencies and appointing a behaviour lead who will have general responsibility for handling the implementation of this policy.

The Behaviour and Attitudes lead in our school is Mrs Natalie Wilkinson.

There is a nominated Governor, Jen Hope, with the responsibility for behaviour and relationships.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable and won't be

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tolerated.

- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

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 online.

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 – **Several Times On Purpose - STOP**

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.

What does bullying look like?

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

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- online 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
- excluding people from groups.

As a school we use the acronym STOP (**S**everal **T**imes **O**n **P**urpose) to define bullying. 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:

- Emotional – Being unfriendly, excluding, tormenting, threatening gestures.
- Racial – Racial taunts, graffiti, gestures, racist language
- Physical – Pushing, kicking, punching, hitting or any use of violence
- Sexual – Unwanted physical contact or sexually abusive comments

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- Homophobic – Because of or focussing on the issue of sexuality or the use of homophobic language
- Direct or indirect Verbal – Calling, sarcasm, spreading rumours, teasing
- Cyber Bullying – hacking into somebody's account, exclusion, threats through messages – see more information below.

Prejudice Related Bullying

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

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- 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. We will record these types of bullying, even that which represents a one-off incident.

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. This can be on or offline. 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

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- Stalking

We will ensure that our children are taught online safety and promote awareness of good online behaviour.

Bullying can take place between:

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

Our Approach to Bullying

We believe that if children are encouraged to be good citizens, following our seven Rainbow Values, in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious, we will not tolerate this in our school. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, values teaching through collective worship, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the School Council, applying for a classroom job or becoming a sports leader promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our PSHE and RSHE curriculum (including DAaRT in Year 5/6) will ensure that each year group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, we celebrate Anti-Bullying week annually in November.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. Incidences of bullying brought to the attention of any staff member are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Head Teacher and Behaviour and Attitudes lead are kept informed.

The school will take the following steps:

- All bullying problems will be taken seriously.
- All incidents will be investigated thoroughly at the earliest opportunity.

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- Bullies and victims are interviewed separately.
- Witness information will be gathered.
- Reassure the pupil that he/she was right to inform an adult.
- A written record of the incident, investigation and outcomes should be made on the bullies and victims individual Scholarpack record by a member of SLT.
- The head teacher must be informed.
- Relevant staff will be informed.
- Where appropriate both sets of parents should be informed, and evidence shared.
- Structured conversations to address any problems that may arise, will be implemented when appropriate through an agreed action plan.
- Implementing appropriate consequences in accordance with the school's Relationship Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Initial concerns raised by a parent/carer need to be discussed with the class teacher privately, without the child.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions.
- Initiating the EHAF may on some occasions be able to support the process.
- Liaising with the wider community if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil(s)
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved establishing the wrongdoing and need to change and introducing appropriate support programmes where necessary
- informing parents/carers to help change the attitude of the pupil.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on our Scholarpack system. This is accessible by all staff to aid information sharing. Any safeguarding concerns must be shared with a member of our designated safeguarding team.

Termly reports will be made to the Governing body.

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Hate Crime/incidents should be reported to the police.

Information stored in school will be used to ensure individuals 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 regular staff meetings and briefings.

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

The policy will be reviewed and updated every two years.

Links with other Policies

This policy links to our Child Protection and Safeguarding Policy, Equality Policy, Relationships policy, Curriculum policy and School Vision.

Policy Review

This policy will be reviewed:	Every 2 years
It is due to be reviewed again on:	January 2024
It was approved by LGB on:	January 2022
Signed by Chair of Governors:	<i>K. Weaver</i>

Let all
that you do
be done with
LOVE.

-1 Corinthians 16:14