

**SALTFORD CHURCH OF ENGLAND
PRIMARY SCHOOL**



Anti-Bullying Policy 2021

ETHOS STATEMENT

It is the aim of the Governing Body of Saltford Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

“We are a vibrant, caring and supportive Church School, inspiring and serving the whole community”

1 Policy statement

- 1.1 **Scope:** This policy applies to all pupils and staff at the School irrespective of their age and whether or not a pupil is in the care of the School when / if **Bullying** behaviour occurs. While this policy focuses mainly on the Bullying of pupils by other pupils, it is recognised that other forms of Bullying may occur and this is addressed in Section 5.2.3.
- 1.2 **Publication:** This policy is referenced to all parents and pupils in the prospectus and to all staff on the server and is also available on request in the School office. In addition, the policy is published on the School's website. This policy can be made available in large print or other accessible format if required.
- 1.3 **Government guidance:** This policy has been drawn up with assistance from guidance issued by the Department for Education (DfE) *Preventing and tackling bullying* (July '17) and will be reviewed against any new government guidance issued.
- 1.4 **Equality:** This policy takes account of the School's public sector equality duty as set out in section 149 of the Equality Act 2011.
- 1.5 **Policy aims:** Through the operation of this policy we aim:
 - to maintain and drive a positive and supportive culture among all pupils and staff throughout the School; and
 - to deter Bullying behaviour, detect it when it occurs, and deal with it using Restorative practice to tackle any underlying issue which has contributed to a child engaging in bullying, either by mentoring, external services such as counselling to support the pupil who is experiencing bullying, and / or disciplinary sanctions and, if necessary, by permanent exclusion.
- 1.6 Bullying behaviour is always unacceptable and will not be tolerated at the School because:
 - it is harmful to the person who is bullied, and to those who engage in Bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage.

- it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation; and
- it is contrary to all our aims and values, our internal culture and the reputation of the School.

1.7 This policy will also apply to Bullying behaviour outside of the School of which the School becomes aware.

2 Bullying behaviour

2.1 **Meaning:** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying may be:

- **Physical:** Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
- **Verbal:** Name-calling, taunting, teasing, insulting or demanding money
- **Exclusionary behaviour:** Intimidating, isolating or excluding a person from a group
- **General unkindness:** Spreading rumours or writing unkind notes, phone texts or e-mails; or
- **Cyberbullying:** via text messages, social media or gaming, which can include the use of images and video in order to deliberately to upset someone else (see section 2.2 below).

2.1.1 Bullying may also be:

- sexual - talking to or touching someone in a sexually inappropriate way
- sexist - related to a person's gender or gender reassignment
- racist, or regarding someone's religion or culture
- related to a person's sexual orientation (homophobic)
- related to a person's home circumstances; or
- related to a person's disability, special educational needs, learning difficulties, health or appearance.
- related to the fact a child is adopted, in care or has caring responsibilities.

N.B. Bullying might be motivated by actual differences between children, or perceived differences.

2.2 **Cyberbullying:** Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It is a different form of bullying because it can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

- 2.3 **Intention:** Not all Bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of Bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions could ultimately be permanently excluded from the School.
- 2.4 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of Bullying. A person may be vulnerable to Bullying because of his / her age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because he / she is new in the School, appears to be uncertain or has no friends. He / she may also become a target because of an irrational decision by a bully.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying is just as damaging as physical; teachers and schools have to make their own judgements about each specific case.

- 2.5 **Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

3 **Anti-bullying culture**

- 3.1 **Ethos:** Our expectation of all members of the School community is that:
- everyone will uphold the golden rules which are displayed in classrooms and within the Positive Behaviour Policy
 - everyone will work together to create and sustain an inclusive, safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
 - a pupil or a member of staff who witnesses or hears of an incident of Bullying will report it - staff will use the electronic CPOMs system.
 - a complaint of Bullying will always be taken seriously with appropriate staff working proactively to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place - this might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies, and
 - no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied

STOP



At Saltford Primary, we want everyone to feel safe & happy.
 Everyone follows the rules. Bad choices and wrong behaviour must STOP. We do not tolerate bullying in any form. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group - physically or emotionally.

S	Several	Start	Stand up to the bully: Tell him or her to stop their behaviour
T	Times	Telling	Take <u>appropriate</u> action: Get away from the bully, walk or run to an adult
O	On	Other	Open up: Talk to a trusted adult.
P	Purpose	People	Protect: Help to protect yourself and others from bullying

We use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours.

We encourage pupils to tell an adult if they see or experience bullying and negative behaviour. We value honesty and cooperation. We deal with the facts. We do not take sides – everyone is listened to, everyone gets a chance to speak. The first things we'll ask is: 'Did you ask them to stop?' (an adult will determine if it was 'on purpose') 'Did you tell an adult straight away?' (retaliation and escalation by both children means both may have broken a school rule and bullying is less likely. It should be exceptionally rare that bullying has occurred over time without a level of staff awareness).



Saltford Church of England Primary School

ANTI-BULLYING PROMISE

At Saltford Church of England Primary School we do not tolerate bullying. We work together to put a stop to bullying and create a safe and respectful community.

We promise...

- To speak out against bullying.
- To report bullying to parents, carers, friends or teachers.
- To treat others with respect.
- To not discriminate against others.
- To not deliberately hurt, upset or bother others.
- To make sure others feel safe in our school.

3.2 **Equal opportunities:** In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable
- pupils will have the opportunity to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities; and
- positive attitudes are fostered towards both sexes through the curriculum and assemblies.

The school promotes equality for all and has adopted this pledge:

“Saltford Primary School is committed to ensuring equality for all regardless of any differences including age, disabilities, gender, race, religion, gender identity or sexual orientation.”

3.3 **Staff:** Through their training and experience, members of staff are expected to promote an anti-Bullying culture by:

- celebrating achievement
- anticipating problems proactively and providing support
- disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils
- working restoratively to deal with Bullying behaviour
- making opportunities to listen to pupils and enable them to report occasions of bullying and
- acting as advocates of pupils.

3.4 **Pupils:** Through our pastoral care systems, pupils are informed and taught that Bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to treat one another and the school staff with respect because they know that this is the right way to behave
- to understand that their actions affect others and be encouraged to reflect on their behaviour and take responsibility for it
- to turn to someone they trust, if they have a problem
- not to feel guilty about airing complaints.

4 **Anti-bullying systems**

4.1 **Vigilance:** Members of staff are vigilant at all times but particularly:

- before lessons
- in the dining hall
- break times and lunchtimes.

4.2 **Meetings:** Bullying is regularly discussed in meetings between:

- members of the Leadership Team
- senior leaders and the School Council and
- class teachers and pupils

4.2.1 The result of these meetings is to feedback information to either their Key Stage leader or the Head teacher about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing concerns and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent Bullying incidents.

4.3 **Education:** Measures are taken throughout each year to educate pupils about Bullying and this policy. These measures include:

4.3.1 Personal, Social and Health Education (**PSHE**)

4.3.2 Anti-Bullying posters placed around the School.

4.3.3 An Anti-Bullying promise (Page 6) is discussed by children in each class.

4.3.4 Anti-Bullying messages are given in assemblies.

4.3.5 Once a year we hold an Anti-Bullying week.

4.4 **Staff training:** Appropriate training in all aspects of care is arranged to ensure that Senior Leaders and other staff have the necessary professional skills, especially:

- awareness of the risk and indications of child abuse and Bullying, and how to deal with cases
- counselling skills (including guidance with regards to bereavement).

4.4.1 And in classes/around the School, ensuring that:

- there is an adequate presence of staff
- staff are actively involved with pupils in all areas of the School when they are on duty
- measures are taken to avoid boredom and lack of purpose among pupils – particularly at break times and lunchtimes
- there is space available for pupils' quiet withdrawal (upper playground space)

- good behaviour and discipline is maintained.

4.5 **Pupils' responsibilities:** We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, in particular:

- Key Stage Two pupils have the opportunity for duties (i.e. Support first sitting, Play leaders, E team members, Playground buddies) but those who do not wish to have extended responsibilities are not coerced
- Children with responsibilities receive training at the beginning of the academic year on how to work with other pupils sensitively – they will not administer sanctions.

4.6 **Record keeping and monitoring:** Staff maintain records of the welfare and development of individual pupils. In addition, complaints or reports of Bullying must be entered reported to the Head teacher using the CPOMs system. This will enable us to note patterns, both in relation to individual pupils and across the School as a whole and to evaluate the effectiveness of the School's approach. There will be a full review of the policy every three years, see paragraph 6 below.

4.7 **Culture:** When we implement this policy we encourage every pupil to understand that:

- every complaint of Bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of Bullying
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis; and
- the primary aim will be for the Bullying to cease.

5 Procedures

5.1 **Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

5.2 Reporting Bullying complaints

5.2.1 **Pupils:** A pupil who is being bullied, or who is worried about another pupil being bullied, should complain without delay and can do so in several ways. He / she can:

- tell his / her parents, his / her class teacher, or another member of staff or a responsible older pupil; alternatively

- speak to Mrs Sage, the named lead on Anti-Bullying as Designated Safeguarding Lead or Mrs Godwin who is the Deputy Safeguarding Lead
- contact Childline (0800 1111) for advice.

5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's class teacher or a Designated Safeguarding Lead without delay.

5.2.3 **Staff:** This policy focuses mainly on the Bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of Bullying. Staff members who are concerned about being bullied or harassed should refer to the School's concern at work policy which is on our school server. Pupils and parents who feel that a member of staff is Bullying should report this in accordance with the procedures set out above in section 5.2. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

5.3 **Initial complaint:** A person in authority who learns of alleged Bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the class teacher and Key Stage Leader of the victim and the alleged bully as soon as possible
- carry out their safeguarding duty by recording on CPOMS.

5.3.1 The Key Stage Leader must:

- ensure that the complaint is recorded and logged appropriately; and
- contact the Headteacher and/or member of the leadership team to agree on a strategy, and on who will take the lead.

5.4 **Assessment:** The Headteacher will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s) - physical? verbal? exclusionary? etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed?
Parents? The School's Deputy Designated Safeguarding Lead? Social Services? The police?

- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?

5.4.1 At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed (see range of action, below).

5.5 **Serious incident:** If the Head teacher believes that serious Bullying behaviour:

- has occurred involving a pupil; or
- has recurred after warnings have been given to the "bully" he / she must inform the Headteacher / member of SMT. They will then:
 - interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He / she may decide to ask the Key Stage Leader or class teacher to be present; and
 - send a summary of his / her findings on CPOMS and share with the relevant staff.

5.5.1 The Head and / or the relevant Senior Leaders will interview the alleged victim and bully separately:

- to confirm the facts of the case, if considered necessary; and
- to decide on the action to be taken in accordance with the range of action set out below.

5.5.2 The Head will notify the parents of the victim and bully giving them details of the case and the action being taken.

5.6 **Range of action:** When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim - these can include a quiet word from a teacher that knows the pupil well, asking the Inclusion Leader to source support, and, where appropriate, establishing a course of action to help the victim such as engaging with parents or offering support from external services where appropriate
- advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning
- consideration of the motivation behind the Bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the Bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed

- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
- a disciplinary sanction against the bully, in accordance with the School's Positive Behaviour Policy. In a very serious case or a case of persistent Bullying, a pupil may be excluded for a fixed term or permanently although this will always only be a last resort
- involving Social Services or the police
- notifying the parents of one or both pupils about the case and the action which has been taken
- such other action as may appear to the Head to be appropriate
- noting the outcome in the relevant CPOMs records.

5.7 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in the class so that they may be alert to the need to monitor certain pupils closely
- ongoing counselling and support
- vigilance
- mentioning the incident at meetings of staff
- reviewing vulnerable individuals and areas of the School
- engaging parents and discussing behaviour
- liaison between senior leaders, the outcome being recorded in the incident books.

5.8 **Formal complaint:** If the victim or his / her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure published on the School website.

6 **Review**

6.1 This policy will be reviewed every three years to assess its effectiveness, and will be updated as necessary. In undertaking the review the Headteacher will take into account the results of the monitoring as set out at section 4.6 above, as well as any changes in legislation and / or statutory guidance and other relevant information gathered (such as through a Pupil questionnaire).

