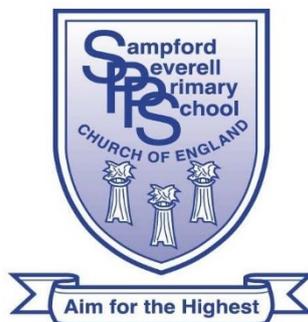


Sampford Peverell

Church of England Primary School

Anti-Bullying Policy



Date approved by Local Governing Body	March 2021
Review Period	2-yearly
Next Review Date	March 2023
Signed by Chair of Local Governing Body	 S. STURKLAND

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1. School Vision

At Sampford Peverell C of E Primary School, we provide an attachment-friendly community which fosters warmth alongside high expectation so that all can 'Aim for the Highest' and achieve their full potential. We emphasize to the children the need to layer new learning upon strong foundations and support them in developing their metacognitive thinking so that they can overcome obstacles. Helping them to make the transition from the negative 'I can't' to the proactive 'How can I?'

Our school is a place where everyone is able to flourish in a caring, supportive and safe environment; where we embrace individuality and celebrate those qualities that make us all unique.

We strive for our children to be caring and empathetic, and to think critically about the world they live in. We are determined that our children will develop the knowledge and skills that they will need for them to become responsible citizens and to positively contribute to the sustainable future of our world.

"Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." (Matthew 7:24)

2. School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a caring, supportive and safe environment without fear of bullying or harassment. At our school, we embrace individuality and celebrate those qualities that make us all unique.

3. Aims and purpose of the policy

The development of this policy is based upon our values of honesty, respect, teamwork, forgiveness and kindness, and forms the basis of our day to day reflection in school. We recognise that respect is fundamental to living a happy and purposeful life, and through the teachings of Jesus we encourage everyone to treat others how we wish to be treated. *'So in everything, do to others what you would have them do to you.'* (Matthew 7:12)

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Related policies- Behaviour Policy/Equality Policy/Online Safety Policy/Child Protection & Safeguarding Policy/Mental Health and Wellbeing Policy.

4. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

‘Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’ (Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education)

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact);
- Verbal (e.g. name calling, ridicule, comments);
- Cyber (e.g. messaging, social media, email);
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours);
- Visual/written (e.g. graffiti, gestures, wearing racist insignia);
- Damage to personal property;
- Threat with a weapon;
- Theft or extortion;
- Persistent Bullying.

Bullying can be based on any of the following things:

- Race (racist bullying);
- Sexual orientation (homophobic, biphobic);
- Special educational needs (SEN) or disability;
- Culture or class;
- Gender identity (transphobic);
- Gender (sexist bullying);
- Appearance or health conditions;
- Religion or belief;
- Related to home or other personal circumstances;
- Related to another vulnerable group of people.

5. Reporting bullying

If parents have any concerns over incidents at school pertaining to friendship issues or acts that could be perceived as bullying, they should talk to their child’s class teacher at the first sign of any concern. The class teacher and teaching assistant will work with the children involved in order to resolve the issue.

If the issue continues to persist and is causing the child a great deal of distress or is of a serious nature, parents are encouraged to speak to the Headteacher.

Reporting - roles and responsibilities

The Headteacher has overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying

If a parent/carer feel that a child is being bullied, they should report it to the school immediately, following the reporting procedures above.

If a child feels that they or someone else is being bullied, then they should be encouraged to:

- Tell a friend;
- Tell an adult eg teacher, teaching assistant, somebody at home;
- Tell their School Council, Ethos or Mental Health representative;
- Use the Childline number 0800 1111

Signs and symptoms

Listed below are some of the signs that may indicate that a child is being bullied. Equally these could be indications of other social and emotional needs so please contact the school immediately so that we can investigate further.

Emotional and behaviour signs of bullying

- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears or anger
- Mood swings
- Feels ill in the morning
- Becomes withdrawn or starts stammering
- Becomes aggressive and unreasonable
- Refuses to talk about what is wrong
- Begins to target siblings
- Continually 'loses' money or starts stealing.

Physical signs of bullying

- Has unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings or clothes
- Comes home hungry.

6. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying incident centrally on Cpoms (school reporting system).
2. Designated school staff will monitor incident reporting and analyse the results.
3. Designated school staff will produce termly reports summarising the information which the Headteacher will report to the Local Governing Body.
4. Support will be offered to the target of the bullying from a member of staff or through the use of restorative justice.
5. Staff will proactively respond to the bully who may require support from the staff, outside agencies or through the use of restorative justice.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

7. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

8. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored, and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

9. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

10. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community;
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference;
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying;

- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions;
- Circle Time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions;
- Stereotypes are challenged by staff and pupils across the school;
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour;
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through the School Council, Ethos Team, Mental Health Ambassadors;
- Peer-mentoring programmes offer support to all pupils;
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate;

11. Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the Anti-Bullying Policy.

12. Monitoring, evaluating and reviewing

The Headteacher is responsible for monitoring and evaluating the recorded data on bullying and reporting this to the Local Governing Body via the termly safeguarding report.

The school will review this policy bi-annually to assess its implementation and effectiveness.

