



Alverthorpe St Paul's CE (VA) School 3-11 yrs

Anti-Bullying Policy



October 2018



Anti-Bullying Policy

Vision

At St Paul's we encourage everyone to let their light SHINE, for others and for God, as unique individuals and together as a school. We aim to equip children with the confidence, knowledge, skills and understanding to positively shape their future.

- S** – Safe & Successful
- H** – Happy & Honest
- I** – Independent & Inclusive
- N** – Nurturing & Never give up
- E** – Encouraging & Enthusiastic

Introduction

Alverthorpe St Paul's is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected.

As a church school we value all God's children and have used information provided within the document 'Valuing All God's Children' when creating this policy.

What is bullying?

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication (including social media).

The nature of bullying can be:

Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;

Verbal e.g. name calling, swearing, spreading rumours, threats, teasing;

Emotional/indirect/segregation e.g. being unfriendly, excluding, tormenting, ridicule and humiliation;

Visual/written e.g. graffiti, gestures;

Cyber-bullying e.g. texting, emailing, social networking;

Damage to property, or theft e.g. pupils may have their property damaged or stolen.

These actions may be directed towards gender, gender identity, sexual identity or orientation, ethnic origin, religion or belief, personality, appearance or health conditions, Special Educational Needs (SEN) or disability, culture or class or home or other personal circumstances. This is not an exhaustive list.

School System

If the school, children or parents/carers raise a concern then:

- The class teacher will carry out an initial investigation and consult the Behaviour Leader.
- The school will decide to either monitor the situation informally or place the victim/accused on one of the anti-bullying stages.



- Both the accused and the victim will be given appropriate support by adults in school.
- Parents will be informed of the outcome of the investigation.
- If the child is placed on one of the stages of anti-bullying then parents will be told exactly what this entails.

Stages of Anti-Bullying

Stage One (Class Teacher Level)

- The victim and accused will be supported by nominated adults, usually the class teacher or the Learning Mentor, who will be available to discuss with them if there has been an incident in school.
- The child accused will be spoken each time an incident has been brought to the attention of the nominated adult.
- Incidents are logged on a 'Stage 1 Bullying Log' form held by the class teacher.
- If there are a number of incidents in a short space of time then this would be escalated to Stage 2.

Stage Two (Class Teacher Level)

- The nominated adult will speak to both the victim and the accused child after every break and lunchtime to see if there have been any issues.
- If there has been an issue then this will be logged on a 'Stage 2 Bullying Log' form. If there haven't been any issues then this will also be noted on the log.
- If after 4/5 weeks there have been no issues in school then things will be deescalated to a Stage 1.
- If there are repeated incidents then this will result in an escalation to Stage 3.

Stage Three (Behaviour Leader Level) *(Stage Two aspects will remain but the Behaviour Leader will be the person who checks with the child after every break and lunch.)*

- Failure to resolve the situation will now require a more formal discussion with the children, parents/carers, class teacher, Behaviour Leader and/or Headteacher.
- The format and approach taken will depend upon each context and the most appropriate way to proceed.
- This may involve support from external agencies for either the victim or the accused (or both) should it be deemed appropriate.
- Playground or social time 'Mentors' may be deployed to assist the management of the situation.
- Agreed, short-term milestones must be set and progress reviewed through regular contact with those involved.
- Timescales set by the Headteacher and/or Behaviour Leader.

Should concerns persist from here with no resolution being found then the Headteacher will refer to wider behaviour and discipline procedures within school.

The school behaviour recording system holds all bullying related instances – these are fully inclusive of all forms of bullying related to the protected characteristics.

The Behaviour Leader is currently Mr Swift; however this may change once systems have been fully set up and established.