



Wendron Church of England VA Primary School

Anti-bullying Policy

Created: Feb 19 Amended: 20/11/20

Reviewed: Feb 19 Next Review: Feb 2021

The school has the vision of “To live life, life in all its fullness”.

To that end, Christian values of respect, dignity and forgiveness play a strong part in how we deal with incidents of 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 loving and hospitable community.

Aims and purpose of the policy

- 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 – Positive Behaviour Policy; Equality Policy.

1. 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.

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
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)



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- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

The school refers to the Church of England document 'Valuing All God's Children; Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Autumn 2017)

The school also ensures that **all** staff have an awareness that children can abuse other children (often referred to as peer on peer abuse).

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and /or harmed by their peers who are the same or a similar age; everyone directly involved with peer on peer abuse is under the age of 18 which defines the legal definition for a child in England.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power [for example age, size, ability, development] between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and school staff are supported and protected as appropriate.

2. Reporting bullying

- Children can tell any adult they trust in school if they feel they are being bullied
- Children can let parents know and they can inform the school of concerns

Reporting – roles and responsibilities

Staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.



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Senior staff; the Headteacher, the Assistant Headteacher and SENCo have 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 well-being of all young people.

Parents/carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Contact can be made to the school through the head@wendron.cornwall.sch.uk email.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

3. Responding to bullying

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

1. Staff will record the bullying incident centrally on the SIMS database. They will also report the incident to the Headteacher or Assistant Headteacher.
2. Designated school staff will monitor incident reporting forms and information recorded on SIMS analysing the results.
3. Termly reports summarising the information will be reported to the Local Governing Body by the Headteacher.
4. Internal support will be offered to the target of the bullying from trusted adults.
5. Staff will proactively respond to the bully who may require support from the senior staff, class teacher or other trusted adult.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as the police or Local Authority) need to be involved, particularly when actions take place outside of school.

4. 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.

5. 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 on the SIMS databases and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.



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6. 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.

7. 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 where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- 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.
- Stereotypes are challenged by staff and pupils across the school
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the school council and through the annual pupil survey
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

When can a child be sent off-site for education?

Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour.

In this situation, the governing body must:

- ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has a Statement of SEN or EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.



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Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

The governing body should have a plan for reintegrating a child into mainstream education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

8. Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The Headteacher and in his absence the Assistant Headteacher are responsible for monitoring the policy on a day-to-day basis. The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The Headteacher is responsible for reporting to the Local Governing Body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 2 years, in consultation with staff, pupils and governors.

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the Headteacher and the Local Governing Body.