



Anti Bullying Policy

POLICY TYPE	STATUTORY
OWNER	Headteacher
APPROVING COMMITTEE	P&S
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	23 rd February 2017

St Christopher's CE Primary School

Vision Statement

A school where:

- *The uniqueness of individuals is respected and valued.*
- *The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.*
- *Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.*
- *All achievements are recognised and children learn to value their own successes.*

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

ODST Statement of Intent

The Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

1. Policy Statement

1.1. ODST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

1.2. The Trustees aim for each of its academies to be safe, friendly and secure places for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. ODST's objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

2. What is Bullying?

2.1. the school understands bullying as '*purposeful and repeated actions, over time, conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation*'.

Bullying can take different forms:

■ **Verbal bullying**: name calling, use of threatening or provocative language etc.

■ **Psychological bullying**: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop.

■ **Physical bullying**: hitting, kicking, grabbing an individual, taking or hiding another's property etc.

■ **Homophobic bullying**: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

■ **On-line or cyber bullying**: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.

■ **Sexual bullying**: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

2.2. Bullying can be

■ **Racist**: Bullying based on ethnicity, skin colour, language, religious or cultural practices.

■ **Homophobic**: Discrimination based on sexuality and/or gender identity.

■ **Sexual**: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or

■ **Intimidation**: This could include pressure to send images of a sexual nature.

■ **Disablist**: The bullying of those who have special educational needs and disabilities.

■ **Based on 'difference'**: Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up,

■ **Social behaviour**.

2.3. What is NOT bullying?

■ **One-off incidents**: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

■ **Mutual conflict**: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Aims

3.1. The school acknowledges that bullying does happen from time to time. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within School have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in our school.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within school.

4. Procedure

4.1_ In the event that a concern of bullying is raised by a parent, member of staff or child the school will take the concern seriously and

- We will investigate the incident(s), talking separately with all the children involved.
- If bullying has occurred, we will record the incident; the person who has behaved in a bullying manner will receive a warning and will be asked to apologise.
- If the evidence is not conclusive that bullying has taken place, a record will be made of the incident and the behaviour of the child involved will be monitored over a period of time to ascertain whether it was a one off incident or part of a pattern of bullying.
- Those who bully will be subject to sanctions in line with the school's Behaviour Policy; and the targets of bullying will continue to receive support from identified members of staff.
- Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how it has made the children feel.
- The target of the bullying will be assured that they should immediately report any future incidents and know that they will be listened to.
- We will ensure extra supervision and monitoring of the children's behaviour over the following few days to check that all is well.
- We will inform parents of the outcome of the investigation and keep in touch until it is felt there is no longer any risk of bullying.
- If there are repeated or serious incidents, parents will be informed and invited to meet with the class teacher or Headteacher.
- In extreme cases, the school may involve Behavioural Support Services, Antbullying coordinators and the Educational Psychologist.
- The school also reserves the right to exclude children whose behaviour remains wholly unacceptable (withdrawal of playtime privileges; withholding participation in school activities e.g. trips; fixed term exclusion or permanent exclusion).

It is important to make the distinction between bullying and friends falling out with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with.

5. How can we help?

5.1. Advice for children when an incident has occurred

- Tell an adult you trust
- Tell yourself that you don't deserve to be bullied
- Stay where there are plenty of other children about and where you can be seen by an adult
- Try not to show that you are upset even though this may be difficult
- Walk away from difficulties quickly and confidently
- If you are in danger – get away.
- Be proud of who you are
- If you see another child being bullied or in distress, take action. Tell an adult immediately.

5.2. Advice for staff

- Watch out for early signs of distress – deterioration of work, unexplained illness, isolation, erratic attendance
- Listen carefully and record all incidents
- Offer the victim immediate support and put the agreed procedures into action
- Ensure that all accessible and hidden areas of the school eg cloakrooms, are checked regularly at break and lunch times
- Use the class as a positive resource in countering bullying through circle time, discussions, class and whole school assemblies
- Inform the Headteacher immediately if there is any evidence of bullying in order that all staff can be alerted

5.3 Advice for Parents/Guardians/Carers

- Watch for any signs of distress or unusual behaviour in your child
- If you suspect bullying inform the school immediately
- Encourage your child to recruit friends and not to hit back
- Encourage your child to talk to a trusted adult at school. He/she should understand that being bullied is not a reflection of their inadequacy and that adults will wish to give support
- Keep a written record if the bullying persists – who, what, when, where
- Work with the staff to devise strategies to support your child both in and outside school