

Clifton-upon-Dunsmore Church of England Primary School



Anti-Bullying Policy

All staff have high expectations for learners' behaviour and conduct and apply these expectations consistently and fairly.

"Do unto others as you would have others do unto you." Luke 6:31

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Relationship and Behaviour policy
- The Relationship and Behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

In addition, this policy is based on: Maintained schools, pupil referral units and non-maintained special schools insert:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property

Maintained schools add:

- DfE guidance explaining that maintained schools should publish their behaviour policy online

Our Vision and Ethos

Clifton-upon-Dunsmore Church of England Primary School will provide a happy, stimulating, safe and secure environment which develops caring and confident children with open, enquiring minds and loving hearts. At the heart of our school lies an education of depth and quality in a Christian environment, where children will develop a lifelong love of learning.

We want Clifton-upon-Dunsmore C of E Primary to be recognised as a place where every member of the school community strives to be the best that they can be, demonstrates our values and affects positive change. As a school, we aim to meet children's educational, physical, spiritual and creative needs, and foster self-respect, initiative, consideration for others and a thirst for knowledge.

We hold fast to our Christian values and believe that every one of us is special in God's sight.

This policy has been developed in line with DfE Guidance for Schools and the EEF report, *Improving Behaviour in Schools*. It is applied consistently in school, by all members of staff, in conjunction with our:

- Single Equality Policy
- SEND Policy
- PSHE Policy
- Drugs Policy
- Healthy Schools Policy

All members of our school community were consulted over and agreed our Mission Statement. This statement is central to the Pastoral Care and ethos of our school.

Our Aims

This policy exists to provide a framework for supporting the aims of Clifton-upon-Dunsmore Primary School and ensuring that every individual in our community is safe, happy and able to learn by:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs and property of others.
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Consistent approaches to behaviour throughout the school with parental cooperation, involvement and support.
- Helping our children develop appropriate self-esteem and resilience
- Encouraging our pupils to cooperate with one another and with the adults in school.
- Helping create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Working alongside parents and carers to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making the children aware of what constitutes unacceptable behaviour and when it has occurred.
- Allowing all children equal opportunities, the right to learn.
- Allowing all adults in school equal opportunities to fulfil their role.
- Rewarding and encouraging positive behaviour.
- Using sanctions where appropriate in accordance with this policy.
- Developing skills necessary to resolve conflict and differences of opinion with sensitivity.

Our Christian Values

“With open minds and loving hearts, we will achieve.”

- Truthful - being honest and always telling the truth
- Forgiving - listening carefully to the whole story and be prepared to forgive others if they wrong you
- Thankful - grateful and thankful for the many blessings received day by day
- Persevering - and taking pride in all tasks to do their best at all times
- Friendly - towards everyone even those who are not special friends
- Compassionate - towards those who are less fortunate than us
- Community minded - part of the whole community, doing what is right and best for others
- Respectful - respecting everyone and everything

Context

Head teachers have a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006, the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. School also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination

(Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of policy and links to other policies

This policy includes:

- Bullying of pupils by pupils within the school
- Bullying of and/or by pupils outside of school, where the school is aware of it
- Bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following policies and procedures:

- Equality and diversity policy
- Relationship and Behaviour policy
- Acceptable use policy (internet safety)
- Safeguarding/child protection policy
- Complaints procedure

Consultation

This policy had been developed in consultation with pupils, parents/carers and school staff. This included questionnaires, pupil interviews and class discussions. It has also been approved by the school council and governors.

Definition Bullying is "when a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself then, it could be bullying.

When a person, or a group of people, has been made aware of the effect of their behaviour on another person, and they continue to behave in the same manner – this is bullying.

Bullying Definition

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying usually happens when the relationship is imbalanced.
- It could be prejudice-based or discriminatory, often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

Types of Bullying

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children who have caring responsibilities.
- Gypsy, Roma, and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual.
- Those suffering from health problems, including mental health.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, and truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHEE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Our Relationship and Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability, and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council and anti-bullying ambassadors.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Reporting Bullying Concerns

Parents should report incidents of bullying to their child's class teacher immediately. This may be in person, via telephone call or email. Clifton Primary is a 'telling school', this means that all children should have several trusted adults to whom they can report bullying to. Children also have access to the class 'Worry Boxes'.

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school Relationship and Behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, Children Services if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behavior policy. If required, the DSL will collaborate with DSLs at other settings.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Services.

Pupils who have perpetrated bullying will be helped by:

Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.

Sanctioning, in line with school behaviour/discipline policy. This may include:

- official warnings
- internal exclusions
- removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children Services or Early Support.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff, or families:

- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

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Next Review: