



St. Thomas's
CE Primary School

Anti- Bullying Policy
2021

Anti - Bullying Policy

Rationale

St Thomas's C E Primary School is committed to the principle of helping children and adults to achieve and succeed; it places the happiness, welfare and safety of the children who attend the school as its highest priority. The Christian values of the school underpin everything that we do. We believe that 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. We will endeavour to provide an environment that is safe and free from bullying. Bullying is **not** tolerated and staff at the school will act swiftly and firmly to deal with any situations which arise.

We have written this policy to ensure that best practice and procedures are carried out at our school.

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 ensure that the whole school community including adults and children understand the term 'bullying' as defined by **Several Times On Purpose**
- 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.
- To monitor incidents of bullying during each academic year: The Headteacher will monitor and ensure records are kept of each incident.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. (**Several Times On Purpose**) 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)
- Psychological: This is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.
- 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 or 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

2. Reporting bullying

We encourage and support anyone who reports any form of bullying and will respond immediately in order to prevent

Reporting- roles and responsibilities

- **Staff:** All staff have a duty to challenge all forms of bullying, report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying.
- **Pastoral Support Manager** takes the main lead on behaviour and anti-bullying and completes and keeps anti-bullying records
- **Senior staff:** The Senior Leadership team and the Headteacher 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 wellbeing of all young people.
- **Parents/carers:** Parents and 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 and actively encourage their child to report the bullying. (We can only deal with incidents of bullying of which we are made aware). Parents can report any concerns to the Pastoral Support Manager or Headteacher through the usual channels (phone call, email, appointment made)
- **Pupils:** 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

Procedures for Dealing with Bullying Behaviour

When dealing with suspected incidents of bullying staff will be guided by the following principles:

- Never ignore suspected bullying.
- Do not make premature assumptions. Listen to both sides of the story.

- Listen carefully to all people– more than one child with the same version does not mean they are telling the truth.
- Use a logical approach that moves pupils forward and focuses on making things right.
- Follow up the issue to check bullying has not reoccurred.
- Record information in detail outlining any incidents and conversations.
- Talk to the Pastoral Support Manager as soon as possible

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

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS.
2. Designated school staff will monitor incident reporting forms and information recorded, analysing the results.
3. Designated school staff will produce termly reports summarising the information that the headteacher will report to the governing body
4. Support will be offered to the target of the bullying from the Pastoral Support Manager and Class teacher or through the use of restorative justice or other programmes.
5. Staff will proactively respond to the bully who may require support from the Pastoral Support Manager or through the use of restorative justice or other programmes.
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.

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 CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

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. [Add where it is available.]
- 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.
- Class worship, the Listening Box and 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.
- Peer-mentoring, pupil-led programmes and Kidsafe offer support to all pupils
- Restorative justice systems or other relevant programmes 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 and Pupil Voice
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

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 Pastoral Support Manager 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 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 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

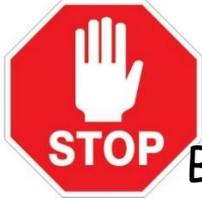
Date of Last review:

Headteacher signed:

Chair of governors signed:

Date:

Date:



S.T.O.P. the Bullying

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people.

A useful way to remember bullying is.

Several Times On Purpose

STOP

If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

