



St. James' Church of England Primary School

**'Building One Faith, One
Family,
Our Future'**

Anti-Bullying Policy

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Table of Contents

1. Legislation
2. Aims
3. Objectives
4. Legal Requirements
5. Equality Act
6. Safeguarding
7. Keeping Children Safe in Education (KCSIE)
8. Criminal Law
9. Bullying Outside School Premises
10. Bullying Definitions
 - What is bullying?
 - St James' definition
 - Bullying or falling out?
 - Cyber bullying
11. Action to combat bullying
12. Guidance for adults
13. Guidance for children
14. Guidance for parents
15. How we prevent bullying in school?
16. Procedures for dealing with reports of bullying
17. Reviewing and monitoring the policy

1. Legislation

This policy was written following guidance in the DfE Preventing and Tackling Bullying - Advice for School Leaders and Governors (July 2017).

3. Aims

- To raise awareness of bullying.
- To bring about conditions in which bullying is less likely to happen.
- To reduce and if possible, to eradicate instances of all types of bullying.
- To clarify the reporting processes.

4. Objectives

- To develop patterns of behaviour which contribute to effective learning in the classroom and to a harmonious atmosphere throughout school life.
- To embed our Christian values and the principles of forgiveness and reconciliation in resolving conflict.
- To communicate to all staff, pupils, parents and governors how bullying issues are managed at St. James' CE Primary School.
- To provide information and assistance for new or supply teachers.
- To define what is acceptable and unacceptable behaviour especially with bullying.
- To establish agreed procedures for rewarding the positive and modifying the negative, including a range of appropriate sanctions for bullying.
- To provide continuity and consistency across the school in understanding, preventing and responding to incidents of bullying.

5. Legal Requirements

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents gives head teachers the ability to

ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

6. Equality Act

The Equality Act 2010 replaces the three previous public sector equality duties for race, disability and gender and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act. Advance equality of opportunity between people who share a protected characteristic and people who do not share it and Foster good relations between people who share a protected characteristic and people who do not share it

7. Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

8. Keeping Children Safe in Education (KCSIE)

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'

9. Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, it is an offence for a person to send an electronic communication to another person with the intent to cause

distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

10. Bullying Outside School Premises

Headteacher's have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

11. Bullying Definitions

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Values

Through our curriculum, extra-curricular activities, teaching and learning we will implicitly promote 'British Values' and explicitly encourage the children to follow our 'School Values'.

In doing this, we will ensure that all learners understand the values that have traditionally underpinned British society. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying will be defined by different people in different ways, therefore it is important to have a common definition on bullying, which everyone in school understands and accepts.

St. James' Definition

Bullying can be described as:

"any persistent form of behaviour which causes unhappiness to another pupil at our school".

The main types of bullying are:

- **Physical** - pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** - tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

Bullying or falling out?

Research by Childline has shown that the bully tends to focus on the younger, smaller, timid child whom they perceive as different. A "bossy" child will boss whoever is around at the time and will, in time, grow out of their bossiness as they become more self-controlled and learn social skills of negotiation and compromise. By contrast, the bully increasingly relies on force and threat.

There are many instances when children disagree and fall out, resulting in name-calling and telling tales. Such behaviour, while unacceptable, does not constitute bullying.

Incidents will be treated as bullying if:

- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.
- It involves dominance of one pupil by another, or group of others.

Cyber bullying

This can be defined as the use of information technology, particularly mobile phones and the internet deliberately to deliberately cause harm or upset someone. This may take various forms; threats can be sent through the use of mobile phones. Unwanted text messages, e mail, comments on websites, social network sites or message boards.

Persistent use of information technology in this manner should be treated as bullying.

12. Action to combat bullying

It is a legal obligation to respond to all incidents of bullying.

Staff must investigate each and every incident or complaint. If it is not deemed to be bullying, then minor behaviour incidents can be sorted to everyone's satisfaction through the school positive behaviour policy.

The emphasis should be on vigilance by staff and other adults to ensure that bullying does not take place. It is vital that all allegations of bullying are taken seriously and prompt action is taken. In many cases, to bring such incidents to the attention of an adult has taken great courage on the part of the victim. To have the incident dismissed or forgotten about can portray the message that bullying is acceptable or not important.

It is important for both victims and witnesses to recognise that the notion of "telling" is not "sneaking". Silence and secrecy nurture bullying. There is no typical "bully" and it is important that we do not have any preconceptions, or we may not recognise incidents of bullying. However, there are typical characteristics of bullying:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little self-control.
- Bullies tend to lack empathy - they cannot imagine how the victim feels.
- Bullies tend to lack guilt - they rationalise that the victim somehow deserves to be bullied.
- A successful bully will carry on bullying.

Where bullying does occur, adults must ensure that the victim is supported. As a school we encourage children to speak out. If a child has the courage to speak out we should take steps to stop the bullying from continuing.

Whilst at St James' we accept that those who bully need our help, they must learn to accept the consequences of their actions. If necessary, parents will be invited to discuss incidents with the Headteacher and a constructive plan of action will be drawn up.

Bullying is discussed with children during PSHE, Circle Time and class and whole school Collective Worship, so that all children are aware what bullying is and that it will not be tolerated.

13. Guidance for Adults

At St. James' School we aim to combat bullying through:

- Encouraging victims to report incidents.
- Listening to the child.

- Taking action.
- Monitoring those identified at risk.
- Working with children to make bullying unacceptable to all.
- Modelling positive relationships between adults.

If you come across bullying or in cases of reported bullying (as defined in the policy) then you should:

- Take the incident or report seriously.
- Investigate fully and take action as quickly as possible.
- Reassure the victim and offer support.
- Encourage the bully to see the victim's point of view.
- Ensure all information logged on CPOMS
- Inform Headteacher or a member of the Senior Leadership Team

15. Guidance for Parents

It is important that parents are clear that our school does not tolerate bullying and that we will take any complaint about bullying seriously and resolve the issue in a manner that protects their child.

If a child reports bullying, parents should report the incidents to their child's class teacher or a member of the Senior Leadership Team who will record the incident along with any action taken.

Our school will endeavour to have open and supportive communication with parents in relation to bullying incidents. Parents who are concerned that their child is being bullied or who may suspect that their child may be a perpetrator of bullying should contact the school immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

16. How we prevent bullying in school

We see that preventing bullying taking place is an effective way to ensure bullying is kept to a minimum. Strategies to do this include:

- Establishing a Christian ethos that promotes tolerance and respect, including respect for difference and diversity
- Agreeing on an anti-bullying policy with all stakeholders, that embrace and promotes tolerance and respect
- Setting and communicating clear standards of behaviour
- Having clear procedures for staff and pupils to report incidents of poor behaviour
- Providing regular training for staff and the induction of staff

- Promoting an ethos of positive behaviour
- Collaborating with the appropriate outside agencies.

Content of the Anti-Bullying strategies in school

The issue of Bullying is taught within structured PSHE lessons in Autumn term under the topics 'Me and My Relationships' and 'Valuing Differences'

Each year pupils have access to age-appropriate resources from Coram PSHE Education covering issues such as what is bullying and what is teasing? Who can help? How to spot bullying, think before you click, and assertiveness skills.

Respectful relationships and consent are the building blocks for RSE which is woven throughout the PSHE curriculum

Pupils are taught how we all have our individual characteristics which make us unique. They are taught about characteristics which are protected by law to stop unfair discrimination. Bullying is also discussed through collective worship and issues are dealt with as they arise.

We can also address anti bullying issues through:

- Whole School Worship
- Circle time activities
- ELSA support
- Multi agency working
- Friendship Groups
- Peer Mentors programme
- PSHE Coram resources

17. Procedures for dealing with reports of bullying

- Once the behaviour is identified as bullying, the incident should be reported to the Headteacher or a senior member of staff in their absence.
- The victim and perpetrator(s) should be listened to separately.
- The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
- The perpetrator(s) should be spoken to and the nature of the bullying and any reasons why they have bullied be identified. The

perpetrator(s) should be helped to recognise their unsociable behaviour and given support from ELSA staff.

- After determining the facts, the victim and perpetrator will meet together to discuss their feelings and the reasons why the situation has developed. The problem should then be resolved amicably and/or a compromise reached.
- Follow up meetings with the victim should be arranged to monitor whether the solution has been effective or not and the bullying has ceased.
- If the bullying continues the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Bullying could result in sanctions from the school behaviour policy

18. Reviewing and monitoring the policy

Our school will monitor and evaluate incidents of bullying by:

- Keeping records of all incidents.
- Parental concerns/complaints.
- Discussions at staff meetings.
- Monitoring any emerging patterns of behaviour/signs of bullying from the behaviour logs on CPOMS.

Our school will fulfil its legal duty to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents. The Headteacher will report on the number of bullying incidents to the governing body on a termly basis.