Combe St Nicholas C of E VA Primary School

Name of Policy	Anti-bullying Policy	
Approved by GB - Date	December 2020	
Next Review Date	December 2023	
Committee Responsible	Full Governing Body	
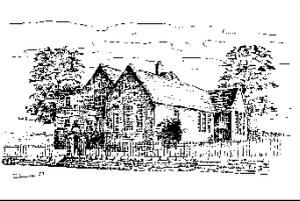
This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

"That they may have life, life in all its fullness"
John: Chapter 10 Verse 10

Our school vision supports the aim that all pupils will flourish, giving them a sense of their own dignity and ensures that the school is an inclusive and hospitable environment.

School statement on 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

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)
- Cyber (e.g. messaging, social media, e-mail)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia, writing unkind messages)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Peer on peer

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or bi-phobic)
- Special Educational Needs (SEN) or disability
- Culture or class
- Gender identity (trans-phobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people
- Other or non-specific

2.   Reporting bullying

Reporting – roles and responsibilities

- Staff: All 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
- Senior staff: The head-teacher and senior staff 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
- Governors: Have a responsibility to ensure that the policy is being followed
- 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 their child to report the bullying.
- 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

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 the incident log.
2. The Head-teacher will monitor incident reporting forms and information recorded on incident log, analysing the results
3. The Head-teacher will produce termly reports summarising the information for the governing body at FGB meetings
4. Support will be offered to the target of the bullying from the ELSA, class teacher, peer mediator or, buddy system
5. Staff will proactively respond to the bully who may require support from the ELSA, class teacher, peer mediator or buddy
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 the incident log, 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 the behaviour 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 attitude, belief or view 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 head-teacher 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 pupil-friendly anti-bullying language to ensure that all pupils understand the policy and know how to report bullying. This is provided during anti-bullying week, ICT awareness sessions, circle-time and PSHE lessons.
- 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
- 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 [peer mediation] offer support to pupils
- Restorative justice style systems 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 the school council and anti-bullying surveys
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate

8.   Training

The head-teacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy

9.   Monitoring the policy

The head-teacher is responsible for monitoring the policy on a day-to-day basis. The head-teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported

10.   Evaluating and reviewing

The head-teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the Head-teacher's Report at FGB meetings. The governors are in turn responsible for evaluating the effectiveness of the policy via the half-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.