

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John 10:10

Anti-bullying Policy

The *Anti-bullying Policy* was reviewed during the Spring Term 2024
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	24/01/24
REVIEW DATE:	January 2026
REVIEW CYCLE:	3 years
PLACED ON WEBSITE:	26/01/24
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HEADTEACHER:	Mrs Justine Watkins
NOMINATED GOVERNOR:	Miss Angela Britten
CHAIR OF GOVERNORS:	Mr Andy Mintram
TO BE READ IN CONJUNCTION WITH:	<p><i>Aims of the School</i> <i>Behaviour for Life and Learning Policy</i> <i>Safeguarding and Child Protection Policy</i> <i>Governor's Protocol for Behaviour Management,</i> <i>Home-School Agreement,</i> <i>Online-Safety (E-Safety) Policy,</i> <i>Single Equalities Policy</i></p> <p><i>Church of England Documents:</i> <i>Church of England Vision for Education - Deeply Christian, Serving the Common Good (Autumn 2016)</i> <i>Valuing All God's Children – 2nd edition (Autumn 2017)</i></p>

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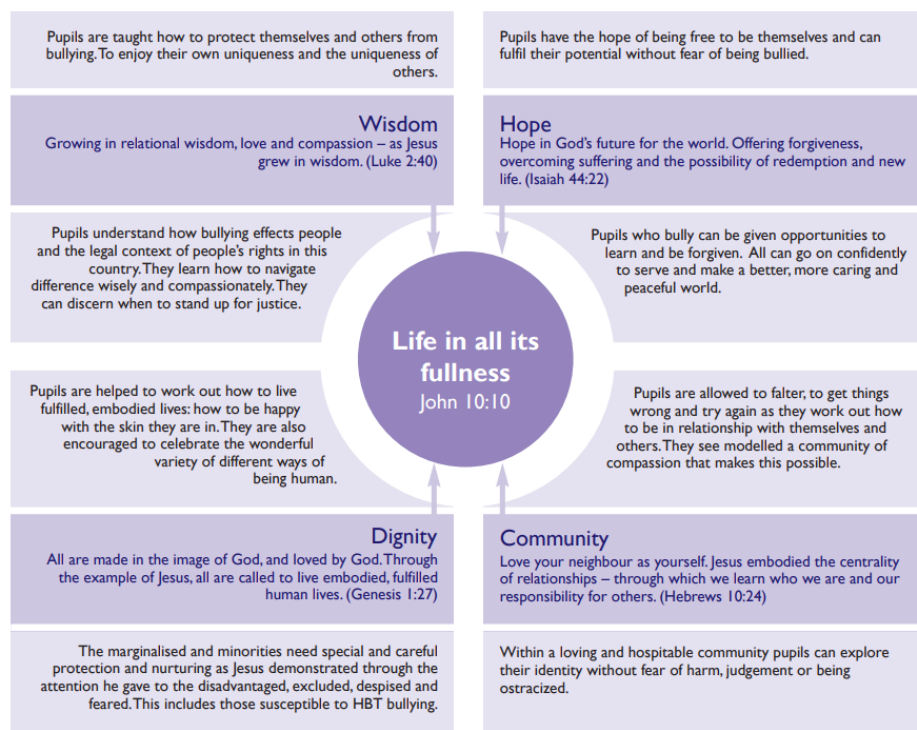
As a Church of England School, we believe that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

Our school fully supports the vision for education, as outlined by the Church of England (*Church of England Vision for Education - Deeply Christian, Serving the Common Good. Autumn 2016*).

This vision offers human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. There are four basic elements that run through the whole approach. Together they form an 'ecology' of the fullness of life, each interplay with all the others. The four basic elements are:

- Wisdom, Knowledge and Skills
- Hope and Aspiration
- Community and Living Well Together
- Dignity and Respect

These provide a foundation for our school aims and values.



Valuing All God's Children (2017)

The Christian faith and British Values provide the basis from which we learn how to treat each other and be a community. Our Anti-bullying Policy is underpinned by these core truths and values.

Staff understand how children develop positive human relationships and how these are impacted by adverse life experiences. The schools work is informed by evidence that attachment and trauma can impact profoundly on the ways in which children learn and how they interact with others.

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
- To ensure the school educates pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination and to prepare our pupils to live in modern Britain.

Our definition of bullying

There is no legal definition of bullying, although some forms of bullying do constitute illegal acts.

At Stratford-sub-Castle Primary School we believe: -

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.

At Stratford-sub-castle Primary School we believe: -

'Restrictive interventions can make problems worse and cause a cycle of trauma, challenging behaviour and psychological harm. A trauma-informed approach minimises the trauma-causing potential of the school environment by using less emotionally harmful alternatives to restrictive interventions.'

We create a positive ethos by providing our pupils with a direct experience of reliable attachment. This trauma-informed approach has wider benefits to all children and staff. It helps to prevent challenging behaviour by creating a safe environment where children are helped to manage their emotions and are taught about their mental health.

The school does not separate 'behavioural' or 'mental health' issues. They are regarded as being interlinked.

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)
- visual/written (e.g. graffiti, gestures, wearing racist insignia)
- damage to personal property
- threat with a weapon
- theft or extortion
- persistent

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

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. Our approach is to unpick thinking.

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 pupil's 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.

As a school community we

- promote positive image and high self-esteem
- nurture a sense of social responsibility and community
- foster tolerance, respect and consideration for others
- find bullying unacceptable and believe it damages individual children and therefore our whole community
- work to identify and challenge unhelpful thinking.

Implementation

The Headteacher has overall responsibility for the implementation and management of the *Anti-Bullying Policy*. The day-day implementation of this policy is a shared responsibility.

Behaviour Management

At Stratford-sub-Castle Church of England Primary School, we value all children equally, and actively try to raise their self esteem and self confidence. We have a caring ethos and high expectations which encourage all children here to respect and look after each other and to be proud of their school.

We believe that each individual is responsible for their own behaviour. However, safety and group management issues must also be taken into account. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur. A 'Restorative Justice' approach is used effectively to solve problems and conflicts.

Roles

The Role of Governors

The Governing Body supports the Headteacher in creating a safe and secure learning environment. This policy statement makes it very clear that the Governing Body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten school days to any request from a parent to investigate incidents of bullying. The Headteacher conducts an investigation into the case and reports back to a representative of the Governing Body.

The Role of All 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. All staff have a duty to implement the *Restorative Justice Approach*, as outlined in the school's *Behaviour for Life and Learning Policy*.

We have a clear *Behaviour for Life and Learning Policy*, which aims to provide a calm, safe environment in the school. In particular we:

- provide a warm, caring and safe environment where all children and staff are equally valued and happy
- model positive relationships, adult to adult
- model positive relationships, adult to pupil
- praise and reinforce positive behaviour
- ensure all children have opportunities to work with other children in their class in a co-operative manner, thereby getting to know and appreciate each other
- teach children what bullying is, and encourage them to discuss the issues that are important to them
- ensure that children who have deliberately chosen to hurt others, physically or emotionally, know that there are clear and consistent sanctions and that there will be consequences to their actions
- deal with bullying incidents immediately and reporting them to the Headteacher / Deputy Headteacher
- support the victims and make sure they feel the situation has been dealt with firmly and fairly and they feel safe and happy to come to school in the future
- counsel both bullies and victims, and teach them alternative behaviours
- are aware that bullying can manifest itself in many forms and that technology used out of school may have a negative impact in school.

All Staff:

- watch for early signs of distress in pupils (deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance). We understand that while this behaviour may be symptomatic of other problems, it may be the early signs of bullying
- listen carefully and record all incidents
- offer the victim immediate support and help by putting the school's procedures into operation
- make the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his or her parents
- ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day
- use all the pupils as a positive resource in countering bullying and discuss the issues that arise, with classes or in a small group. Peer counselling groups may be used to resolve problems. We also encourage pupils to actively help shy children or newcomers feel welcome and accepted. All "put-downs" including; sexual and racial harassment are discussed and "faced up to". This involves exploring feelings and opinions.
- challenge derogatory language (including the casual use of derogatory language) by probing a pupil's understanding of words and their use

These steps are followed in recording incidents of bullying and also as a means of conveying to all concerned how seriously the school regards bullying behaviour:

- the bullied pupil records the event in writing or pictures
- the bully records the event in writing or pictures
- the teacher and / or a senior colleague record their discussions with both parties
- the parents / carers of the pupils involved are sent copies of all reports, and the reports placed in the pupils' file
- the parents / carers involved are asked to respond to the above in writing.

The Role of Class Teachers and Teaching Assistants

The following points are an important part of a whole-school policy. They form the basis of a class or small group discussion:

- when someone is being bullied or in distress, we take action. Watching and doing nothing can suggest support for the bullying
- pupils are encouraged to inform an adult immediately if they do not wish to become involved themselves
- together, we ensure we praise and reward non-violent behaviour.

Please refer to the school's *Behaviour for Life and Learning Policy*.

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.
- creating a positive and safe classroom environment
- using good classroom management to promote positive behaviour
- displaying and discussing the *school's charter* of Rights and Responsibilities in each class
- establishing clear expectations of appropriate behaviour in different situations / places (i.e. formal, social, with visitors, with younger children, in Church, on trips etc.)
- we use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- 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.
- providing 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.
- restorative justice 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's Council
- working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- continually monitoring *behaviour* and identifying *hot-spots* in order to re-establish conditions for positive behaviour and eradicate opportunities for negative behaviour

All staff are made aware of the bullying and the behaviour management strategy being put in place.

See the school's *Behaviour for Life and Learning Policy for Behaviour Management Strategies*, and also refer to *Appendices 2 and 3* of this policy.

Duty Staff

We recognise the importance of all duty staff to take a proactive role in behaviour management by:

- recording both positive and negative behaviour in the *Lunchtime Record Book (Problem Solving Book)*.
- recording both positive and negative behaviour on an individual child's *Lunchtime Report Sheet*
- rewarding positive behaviour with positive comments, smiles and stickers
- communicating general concerns and individual behaviour problems to the Headteacher at regular meetings.

It is the responsibility of the Headteacher or Senior Teacher to *follow up* any incidents of bullying logged in the *Lunch-time Record Book (Problem Solving Book)*.

We recognise the importance of the duty staff to take a proactive role in behaviour management by:

- dealing with bullying incidents immediately
- communicating *problems* which may continue into the classroom to the class teacher as soon as possible
- reporting all bullying incidents to the Head or Deputy Head Teacher.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, are encouraged to talk to the Headteacher immediately. **The Headteacher or Senior teacher respond to parents' concerns on the same day as having been informed.**

Parents are encouraged to:

- watch for signs of distress in their children. There may be an unwillingness to attend school, a pattern of headaches or stomach-aches, equipment that has gone missing, request for extra pocket-money, damaged clothing or bruising
- take an active interest in their child's social life, to discuss friendships, how playtime is spent and the journey to and from school
- take an active interest in and actively monitor their child's use of technology (e.g. mobile phones and computers)
- teach their child to be assertive. At Stratford-sub-Castle Church of England School, we have compiled an *Assertiveness Leaflet* for parents outlining positive behaviour strategies for parents to practise with their child.

We ask that a written record of bullying is kept by parents, providing a record of WHO, WHERE, WHAT and WHEN. The school actively *works in partnership* with parents to provide support for their child, when dealing with incidents of bullying. Please refer to *Appendix 1*.

We ask parents to support the school's *Anti-Bullying Policy* and to actively encourage their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to contribute to the school's *Anti-Bullying Policy* by

- taking part in the School's Council
- working with their classmates in a co-operative manner, thereby helping them to get to know and appreciate each other
- following the school's charter of Rights and Responsibilities
- taking responsibility for their own words and actions and understanding the consequences of them
- solving problems by talking.
- talking to any member of staff with whom they feel comfortable in order to report any incidents involving themselves or other pupils

Please refer to *Appendices 2 and 3 for Behaviour Strategies* as role-playing models for children.

Support

Support for Children Who Are Being Bullied

Children who are being bullied can be taught assertive behaviour and different ways of dealing with bullying. They need to feel they have been given the power and ability to deal with potential bullying situations effectively. This increases self-confidence making them a less likely target in future. Providing a safe environment helps children confront their fears and tell us if they are being bullied.

Support for Children Who Bully

Children who bully others usually have low self esteem and lack social skills. We try to raise their self esteem and teach them alternative methods of behaviour and ways to deal with situations they find difficult. Empathy and respect for others is taught explicitly in PSHE lessons and is implicit in the school's hidden curriculum (ethos). Children who tend to bully others can be taught how to control their tempers and given social skills which will help them communicate and fit in with other children, lessening their need to bully and intimidate others.

Monitoring and Review

The *Anti-Bullying Policy* is monitored on a day-to day basis by the Headteacher, who reports to the governors about the effectiveness of the policy at governing body meetings).

The *Bullying Log* and the *Racist Incidents log* are used to monitor the effective implementation of this policy. Homophobic, biphobic and transphobic bullying are marked as separate categories on the report form in the *Bullying Log*.

Appendix 1 - WORKING IN PARTNERSHIP WITH PARENTS

What Can I Do As A Parent?

1. Keep calm. Avoid jumping to conclusions
2. Make an appointment to see the Headteacher at the school.
3. Be open minded and calm. Ask what action has been taken and what the outcome of this is at the follow up meeting.
4. Before the meeting, think carefully about the problem, what you are going to say and what you want to achieve from the meeting and share this with us when you come.
5. Remember there may be other hidden issues, which have nothing to do with bullying: for example your child may be feeling upset because of an incident at school unrelated to bullying.
6. Avoid the labelling of children. Just because you have heard bad reports about a certain child does not mean they are responsible for a bullying incident, even if another child has told you that they are.
7. No matter how upset you are feeling, explain calmly what the problem is.
8. Ask your child after a few days if things have improved for them. If the actions taken do not sort out the problem, make a further appointment and request further action if necessary.

What Can We Do Together?

1. When meeting with you we will listen to what you say and agree some action.
2. We will detail exactly what we will do about the incident.
3. We will set a time limit by which action will be taken.
4. We will make a future appointment to follow up the first interview.

Appendix 2 - Assertiveness Techniques

<u>What is Assertive Behaviour?</u> <i>Being assertive is:</i> <ul style="list-style-type: none">❖ Being honest❖ Being direct with others❖ Being to the point❖ Saying no when you mean it❖ Being sensitive to the needs of others❖ Talking problems openly and calmly❖ Maintaining confident body language – standing firm❖ Holding eye contact❖ Staying pleasant❖ Being able to ask for what you want and need❖ Respecting yourself and your rights as well as the rights of others.	<u>What is Aggressive Behaviour?</u> <i>Being aggressive is:</i> <ul style="list-style-type: none">❖ Shouting or having an over-loud voice❖ Making threats❖ Glaring❖ Standing with hands on hips❖ Moving close to someone❖ Pointing and pushing❖ Fists clenched❖ Showing a tense face and angry expression❖ Interrupting all the time❖ Looking down on someone❖ Acting in a superior manner❖ Being provocative.
<u>What is Manipulative Behaviour?</u> <i>Being manipulative is:</i> <ul style="list-style-type: none">❖ Making veiled threats❖ Not getting to the point❖ Speaking about people behind their backs & spreading nasty rumours❖ Being overly familiar❖ Being two-faced❖ Patronising people❖ False smiling❖ Trying to appear to be nice to people❖ Not giving others time to express their opinions and ideas❖ Putting on a nice voice❖ Not confronting issues directly❖ Wanting to get your own way all the time!	<u>What is Passive Behaviour?</u> <i>Being passive is:</i> <ul style="list-style-type: none">❖ Repeating “I’m sorry”❖ Backing down all the time❖ Avoiding eye contact❖ Looking sideways and away from people❖ Keeping your head down❖ Being nervous and submissive❖ Putting your hands to your face❖ Avoiding issues❖ Being hesitant and worried.

By choosing to behave in a passive way the child is adopting the behaviour of a victim. Children who are prone to bullying behaviour will spot this and take advantage. They may then adopt a mode of aggressive or manipulative behaviour in order to gain power by intimidation.

Appendix 3 - Behaviour Strategies: To Help Children Be More Assertive

Some Assertiveness Techniques

Body Language and Eye Contact

To avoid being targeted as a victim, children need to adopt a combination of clear messages and confident body language. Children should stand upright and look the other person in eye. Neutral facial expression, smiling only if appropriate, hands and arms relaxed and by the side or in the pockets. Children should not cross their arms, cover their mouth with their hand or fidget as these are all defensive behaviours. Bullied children need to practise how to talk to people as well as what to say. Teach them to practise looking at themselves in the mirror and gaining eye contact and then always insist that when they are talking to you or friends, etc they gain and maintain eye contact.

Assertive Statements

Children need to be clear, honest and direct. They must learn to state specifically and calmly what they want or how they feel about an event or situation. An assertive remark would be "I would like you to be quiet" if other children are trying to disturb them when they are trying to work, not "Shut up or I'll tell/hit you". A passive response would be to suffer in silence or to move. Assertive statements can be helpful when responding to name calling, teasing or mild physical provocation. Children need to learn to say "I don't like it when you do that. I want you to stop" or "Stop that please. I don't like it".

Resisting Manipulation and Threats

Children must learn to say "No" or "No. I don't want to" when they are under pressure. Learning to say no is quite difficult for some children (and adults!). Children have to be taught that they have the right to say No when they don't want to do something they feel is wrong for them.

Leave the Situation As Quickly As Possible

Best done quickly and calmly, and again, this can be role-played. Children need to practise how and when to walk away, confidently and unhesitatingly, after having looked their tormentor in the eye. When practising this, work on body language and walking styles and make sure the child looks confident and calm. Teach the child to exit to the side.

THEN THEY MUST TELL AN ADULT.

Boosting Self Esteem

Building self esteem by positive statement, giving and receiving compliments as an activity is helpful. Children can practise statements such as "I like myself because I...." This will help them remind themselves that they are a valued human being.

Remaining Calm in Stressful Situations

Teaching children how to relax helps them stay calm and confident in bullying situations. There are many strategies children can learn which will enable them to control stress.

They usually fall into three categories:

- breathing control
- physical relaxation
- visualisation.

Breathing Control

Children should practise taking slow deep breaths, through their noses if possible and fill their lungs right to the bottom, so they are really full of air. They should learn to hold their breath for the count of three and slowly breathe out. Repeat three times.

Physical Relaxation

There are many techniques for physical relaxation. One of the best is tensing a muscle, holding it tense for a few seconds and then releasing the tension. This can be done in turn with each muscle group in the body, until total relaxation is achieved. Extra tense points are the jaw, stomach, neck and shoulders.

Visualisation

Mental images can help with keeping calm. When they are physically relaxed, children can be asked to build up a mental picture of somewhere they feel safe, secure and confident in themselves. They need to work hard at picturing it exactly. When tense they will be able to revisualise the place and re-experience all the good feelings. Children who find this difficult can be taught to count slowly to ten and back and this will usually help them to regain control and reduce stress.

Maintaining Assertive Behaviour

The techniques described above need to be practised regularly and can be very effective in providing pupils with helpful strategies against bullying.

Here are three different types of assertion:

EMPATHY ASSERTION

This has three steps to it:

1. I understand you.....(you express, firstly, your understanding of the other person's point of view).
2. However, I feel.....(you express, secondly, your feelings; eg how the other persons' actions make you feel).
3. I would like you to.....(you express, finally, the action you would like the other person to take: eg to stop doing...annoys you etc).

REPRIMAND ASSERTION

This has three steps to it:

1. Please stop.....(you politely tell the other person to stop doing what offends you).
2. Because.....(you explain how their actions make you feel).
3. You are.....(you "separate the person from their mistake", ending on a positive statement about them or a positive statement about your feelings towards them: eg "you are usually a really kind person and I like you").

CONSEQUENCE ASSERTION

This has four steps to it and you only use it as a last resort, and then only if you fully intend to carry out the threat:

1. When.....(you explain the offending action to them very specifically, for example "when you constantly spread nasty rumours about me....").
2. It.....(you explain the effects their action has upon you and others).
3. I feel.....(you explain how their action makes you feel, personally).
4. If you don't stop.....I will....(you state what you intend to do about it and should the behaviour not change YOU DO IT!).

These roles can be played out and practised with children regularly.

Appendix 4 – Bullying and prejudice related incidents report form

Section 1: Staff details

Date completing form: _____

Name of staff: _____

After completion this form needs to be handed to: *Headteacher*

Section 2: Details of incident

☐ Bullying

☐ Prejudice related incident

Nature of incident: Tick all that apply

- ☐ 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)
- ☐ Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- ☐ Damage to personal property
- ☐ Threat with a weapon
- ☐ Theft or extortion
- ☐ Persistent Bullying

Form of bullying or incident: Tick all that apply

- ☐ Race – racist bullying
- ☐ Sexual orientation – homophobic
- ☐ Sexual orientation – biphobic
- ☐ Special educational needs (SEN) or Disability
- ☐ Culture or class
- ☐ Gender identity – transphobic
- ☐ Gender – sexist bullying
- ☐ Appearance or health conditions
- ☐ Religion or Belief related
- ☐ Related to home or other personal circumstances
- ☐ Other or non-specific

	Name	Age	Year group	Class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/ incident					
Person responsible for bullying/ incident					

Date:	Place:	Time:
Witnesses		
Repeat incident or serious incident		
Any relevant supporting information (e.g. witness accounts/ screen grabs)		
Action taken		
Details of others involved or notified		
Actions for follow-up		
Date for reviewing		

