

## HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

### ANTI-BULLYING POLICY AND PROCEDURE

**'Love your neighbour, as you love yourself.'**

**Mark 12:31**

#### **Rationale**

The School strongly believes that all learners are wonderfully and uniquely made in the image of God and unconditionally loved by God. Everyone is equal and is treated with dignity and respect. The development of the whole child is central to the purpose of the School. This policy and procedure is founded in the School's belief in the Gospel values such as truth, justice, forgiveness, reconciliation and love.

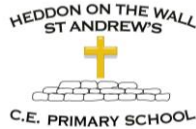
As a School we seek to create an environment where individual learners and adults may learn and flourish without fear of harassment or bullying. We also seek to challenge injustice, prejudice and intolerance in all of its forms within School and encourage learners to do so in the wider world to prepare them as good citizens in their communities. Whenever the opportunity arises it must be made profoundly clear that we will **not** tolerate any form of bullying or harassment at our School.

However, at Heddon-on-the-Wall St. Andrew's CE Primary School we recognise that bullying can occur. When it does it can be harmful both physically and mentally for the victim. It can also be a sign that the learner carrying out the bullying has underlying issues that need to be addressed.

This policy has been created through consultation with learners, staff, parents and Academy Committee. It recognises recommendations from Northumberland County Council Guidelines, the Church of England, Stonewall and those provided by the Anti-Bullying Alliance (ABA).

#### **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 learners and parents of the School's expectations and to foster a productive partnership which helps to maintain a bullying free environment;



- To outline the School's commitment to continuously improving the approach to tackling bullying by regularly monitoring and reviewing the impact of the preventative measure used.

### **Legal Duties**

The School recognises its legal duties in regard to behaviour, namely to:

*'promote the well-being of pupils in school.'* (Education and Inspections Act, 2006)

*'safeguard and promote the welfare of pupils.'* (Education Act, 2002)

*'establish procedures for dealing with complaints about bullying and all matters relating to the school.'* (Education Act, 2002)

The School recognises the recommendations from Every Child Matters (DfES, 2004) and the 2010 Equalities Act

### **Definitions**

The ABA defines bullying as:

*'the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'* ABA, 2011.

This can be further clarified by the following:

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.

Bullying does not only occur between learners. The above definition can also characterise some relationships between adults or between adults and learners.

The nature of bullying can be:

- Physical (eg: hitting, kicking, pushing or inappropriate physical contact);
- Verbal (eg: name calling, ridicule, comments);
- Cyber (eg: messaging, Social Media, email);
- Emotional / indirect / segregation (eg: excluding someone, spreading rumours);
- Visual / written (eg: 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;
- Sexual orientation (homophobic or biphobic);
- Special Educational Needs (SEN) or disability;
- Culture or class;
- Gender identity (transphobic);
- Gender (sexist bullying / sexual harassment);
- Appearance or health condition;
- Religion or belief;
- Related to home or other personal circumstances.

### **Bullying is not:**

- Bullying behaviour is not teasing between friends without intention to hurt;
- Bullying behaviour is not falling out between friends after a quarrel or disagreement. (though in some cases it can lead to bullying behaviour)

It is important to understand that bullying is not the odd occasions of falling out with friends, name calling, arguments or when an occasional 'joke' is played on someone. Learners do sometimes fall out and say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a learner's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

It is bullying if it is done repeatedly and on purpose.

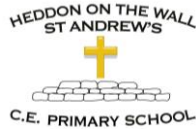
### **Reporting Bullying**

Learners in School may report any instances of bullying to:

- Teachers;
- Support staff including lunchtime staff;
- Out of School Club staff;
- School Council;
- Peers.

Staff in School experiencing bullying should report any instances of bullying to:

- Mr. A. Wheatley – Headteacher.



Should adults not wish to approach the above they should contact:

- Mrs. M. Robson (Chair of Academy Committee)

Learners can report bullying through speaking to either an adult or a peer.

## **Reporting – Roles and Responsibilities**

### **Staff**

All staff:

- have a duty to challenge robustly any bullying (including homophobic, biphobic and transphobic bullying and language);
- must report and record any incidences of bullying;
- be vigilant to signs of bullying;
- play an active part in the School's efforts to prevent bullying.

### **Senior Staff**

The Senior Management Team and Headteacher have overall responsibility for ensuring that this policy and procedure is followed by all members of staff and that the School upholds its duty to promote the safety and wellbeing of the whole school community.

Anti-Bullying leads on Senior Management Team:

- Mr. A. Wheatley - Headteacher (Designated Safeguarding Lead);
- Miss. F. O'Reilly – Key Stage 2 Co-ordinator (2<sup>nd</sup> Designated Safeguarding Lead)
- Mrs. L. Cabbage – Early Years Co-ordinator (3<sup>rd</sup> Designated Safeguarding Lead)

### **Parents**

Parents have an important part to play in our Anti-Bullying Policy. We would ask that parents:

- Look out for unusual behaviour in their child – for example not wanting to attend School, feeling ill regularly or not completing their work to their usual standard;
- Always take an active role in their child's education such as asking how their day has gone;
- If it is felt that a child is a victim of bullying parents are asked to contact the School immediately. All complaints are taken seriously and appropriate action will be taken;
- If their child is being bullied the School would ask parents not to approach the child doing the bullying either in the playground or on the way home but to inform school immediately;
- It is important that parents do not advise children to fight back or to repeat the bully's behaviour. This will only make the situation worse;
- Make it clear to a bullied child that it is not their fault;

- Reinforce the School Policy on Anti-Bullying and ensure that your child is not afraid to come and ask for help;
- If you are aware that your child might be involved in bullying, please discuss the issues with them and inform their class teacher. The matter will be dealt with appropriately.

## **Learners**

All learners must:

- not take part in any bullying behaviour;
- watch out for signs of bullying among their peers;
- never be bystanders to incidents of bullying - they should challenge bullying;
- offer support to their peers should they be witness to bullying;
- encourage their peers to report if they are being bullied.

## **Responding to Bullying**

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

1. Incidents of reported bullying need to be reported to the Key Stage Co-ordinator and the Headteacher and staff will record the incident on our secure computer-based recording platform, CPOMS;
2. The Key Stage Co-ordinator will speak to all learners involved about the incident separately or if appropriate as a group. This will be reported to the Headteacher.
3. The problem will be identified and possible solutions suggested.
4. Staff will adopt a problem solving approach through circle times and / or drama activities which will move learners from only justifying their behaviour.
5. Appropriate action will be taken to end the bullying behaviour or threat of bullying.
6. Both victim and bully will be closely monitored on a daily or sessional basis for a set period, to be determined, to ensure that no incidents occur.
7. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied. For example: loss of privileges, spending play and lunch times with an adult, be withdrawn from class, be withdrawn from participation in a school visit, club or event not essential to the curriculum.
8. Where possible learners will be reconciled with each other.
9. Support will be offered to the target of the bullying from staff and may involve 1:1 work or nurture group support where appropriate;
10. An attempt will be made and support given to help the bully (bullies) understand and change their behaviour through 1:1 or small group work;
11. If the bullying continues or in more serious cases of bullying parents will be informed and invited into school for a meeting to discuss the problem.
12. In serious cases the incident will be recorded on CPOMS and kept on file.
13. Staff will assess whether any other authorities (such as the Police) need to be involved, particularly when actions take place out of School.

14. In repeated or serious cases the School may follow the following sanctions: lunch time exclusion, fixed term exclusion or permanent exclusion.
15. Designated Safeguarding Leads will monitor incident information recorded on CPOMS analysing the results;
16. Designated Safeguarding Leads will produce termly reports summarising the information which the Headteacher will report to the full Academy Committee.

### **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 learners' wellbeing beyond the School day. Staff, parents and carers, and learners must be vigilant to bullying outside of School and report and respond according to their responsibilities outlined in this Policy.

### **Derogatory Language**

Derogatory or offensive language and / or 'banter' is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listing in the definition of bullying. It will be challenged robustly by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for learners and staff found using any such language. Staff will also record the casual use of derogatory language using CPOMS.

### **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 upon those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in School with the Headteacher regularly reporting incidents to the full Academy Committee. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **School Strategies to Prevent and Tackle Bullying**

Whole School initiatives and proactive teaching strategies will be used throughout the School to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- The School vision is at the heart of everything the School does 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;
- There is a child-friendly version of the Anti-Bullying Policy to enable learners to understand the policy and how to report bullying;

- The Personal, Social and Health Education (PSHE) curriculum includes opportunities for learners to understand the different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for learners to learn to value themselves, value others and appreciate, respect and celebrate difference and diversity;
- Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes which play a part in challenging bullying;
- Through a variety of planned activities across the curriculum learners 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 opportunities to discuss issues that may arise in class and for class teachers to target specific interventions;
- Stereotypes are challenged by staff and pupils across the School;
- Taking part in National Anti-Bullying Week, Holocaust Memorial Day, Pride Month and other relevant events to address bullying and celebrate difference and diversity;
- Following the whole school Promoting Positive Behaviour Policy (including Good to be Green) which includes using praise and rewards to reinforce good behaviour;
- 1:1 work or small group work to provide support to both the perpetrator and target of bullying where appropriate involving our THRIVE Practitioner;
- Learners are continually involved in developing school wide anti-bullying initiatives through consultation with the School Council and anti-bullying survey;
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

### **Training**

The Headteacher is responsible for ensuring that all School staff receive regular training in all aspects of the Anti-Bullying Policy.

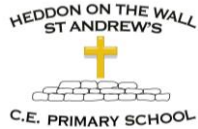
### **Monitoring the Policy**

The 2<sup>nd</sup> Designated Safeguarding Lead is responsible for monitoring the policy on a day to day basis.

The Designated Safeguarding Lead is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

### **Evaluating and Reviewing**

The Headteacher is responsible for reporting to the full Academy Committee and the Pele Trust (and the Local Authority where applicable) on how the Policy is being enforced and upheld, via the termly report. The Academy Committee 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 group discussions with learners. If



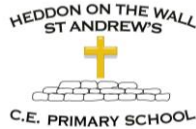
further improvements are required the School Policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole School community including staff, learners, parents and carers and Academy Committee.

**Document Record**

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption by School</b>	<b>Date of next review</b>
1.0	New policy and procedure created	Created 11/01/2018	
2.0	Policy for Consultation	03/05/2018	
3.0	Final Policy Adopted	01/09/2018	
3.1	Revision of Staff / Governor names	25/11/2019	25/11/2020
3.2	Revision of Staff / Academy Committee Names	22/06/2021	21/06/2022
3.3	Review of Policy	07/09/2022	01/09/2023





# HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

## **BULLYING & PREJUDICE RELATED INCIDENTS REPORT FORM**

**'He that has an ear to hear let him hear'**

**Luke 8:8**

Every bullying or prejudice related incident should be recorded on this form.

### **Section 1: Staff Details**

Date completing form: \_\_\_\_\_

Name of staff: \_\_\_\_\_

Email address of staff: \_\_\_\_\_

After completion this form needs to be handed to either:

Mr. A. Wheatley (Designated Safeguarding Lead)

Miss. F.O'Reilly (2<sup>nd</sup> Designated Safeguarding Lead)

### **Section 2: Details of Incident**

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then tick all that you think may apply and simply explain the details.

Bullying

Prejudice related incident

**Nature of incident:** Tick all that apply

**Form of bullying or incident:** Tick all that apply

- Physical (eg: hitting, pushing or inappropriate / unwanted physical contact)
- Verbal (eg: name calling, ridicule, comments)
- Cyber (eg: messaging, social media, email)
- Emotional / indirect / segregation (eg: excluding someone, spreading rumours)
- Visual / written (eg: graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying

- Race – racist bullying
- Sexual orientation - homophobic
- Sexual orientation - biphobic
- Special Educational Needs 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

Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations.

	Name	Age / Year group	Other relevant information (eg: gender, SEND, religion)
Target of bullying / incident			
Person responsible for bullying / incident			

Details of incident

Date	Place	Time

Witnesses	
Repeat incident or serious incident	
Any relevant supporting information eg: witness accounts / screen grabs	
Action taken	
Details of other involved or notified	
Actions for follow up	
Date inputted into CPOMS	
Date for reviewing	