



Clophill St. Mary's CofE Lower School Anti-bullying policy

School statement on bullying

At Clophill St. Mary's CofE Lower School, 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.

Our vision at Clophill St Mary's is:

At St. Mary's, through an ethos embedded in Christian Values, reflective practice and a creative curriculum, we provide a secure, inclusive and stimulating environment. Our children are inspired to achieve their full potential by adopting a growth mindset. We also provide the opportunity for every child to develop as a caring, resilient, respectful member of the community and society as a whole.

As a values school, bullying of any member of our community is unacceptable and will not be tolerated.

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

This policy should be also read in conjunction with our Behaviour Policy and Equality Policy.

Definition

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, 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

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs or disability (SEND)
- 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

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 above in our definition of bullying. It will be challenged by staff and recorded and monitored via the methods outlined in this policy. 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.

Reporting bullying

Pupils are strongly encouraged to tell someone if they are being bullied themselves, or if they see bullying happening to anyone else. Pupils are encouraged to tell any member of staff and/or their parents who can also support them with reporting bullying.

Pupils are able to speak to school staff at any point of the school day and parents can make an appointment to speak to the Class Teacher or Mrs. Burraway, in the first instance, if they wish to discuss any incident of bullying.

Reporting – roles and responsibilities

Responsibilities of staff

Our staff will:

- Challenge bullying (including homophobic, biphobic and transphobic (HBT) bullying and language)
- Report bullying to Mrs. Burraway (Deputy Headteacher) in the first instance
- Be vigilant to signs of bullying (e.g. signs of distress)
- Play an active role in the school's efforts to prevent bullying through:
 - Fostering in our pupils self-esteem, self-respect and respect for others
 - Demonstrating, by example, the high standards of personal and social behaviour we expect of our pupils
 - Contributing to discussing bullying as a whole school, through termly anti-bullying assemblies, so that every pupil understands what is meant by bullying, the implications of bullying and the importance of telling a teacher or adult about bullying when it happens
 - Listening to children who have been bullied, take what they say seriously and act to support and protect them
 - Following up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
 - Dealing with observed instances of bullying promptly and effectively, through our Behaviour Policy and reporting to Mrs. Burraway (Deputy Headteacher)

Our Anti-bullying lead in school is: Mrs. Burraway (Deputy Headteacher)

Our Anti-bullying lead Governors are: Mrs. Gordon and Mrs. Thoulass

Responsibilities of Senior staff:

- The Governing Body, Headteacher and Deputy 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

Mrs. Burraway (Deputy Headteacher and Anti-bullying lead in school) can be contacted via the school email address: generaladmin@clophillstmarysschool.co.uk or the school phone number: 01525 860206

Responsibilities of parents

We ask our parents to support their children and the school by:

- Watching out for signs of distress or unusual behaviour in their children (e.g. feigning illness, lack of concentration), which might be evidence of bullying
- Supporting their child to report the bullying by:
 - Advising their children to report any bullying to an adult in school and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
 - If necessary, arranging a meeting with the Class Teacher or Mrs. Burraway with their child to report any bullying incidents
- Advising their children not to retaliate to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that the appropriate action will be taken
- Keeping a written record of any reported incidences of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth and pointing out the implications of bullying both for the children who are bullied and for the bullies themselves
- Not attempting to sort the problem out themselves by speaking to the bullying child or by speaking to other parents

Class Teachers and Mrs. Burraway (Deputy Headteacher and Anti-bullying lead in school) can be contacted via the school email address: generaladmin@clophillstmarysschool.co.uk or the school phone number: 01525 860206

Responsibilities of pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying
- Watch out for signs of bullying among their peers
- Support and encourage their peers to report any incidents of bullying
- Report to a member of staff any witnessed or suspected instances of bullying
- Have the courage to report to a member of staff if they feel they are being bullied in order to stop the incidents and the bullying of other potential targets

The responsibilities of all

Everyone should:

- Work together to combat and, where necessary, eradicate bullying

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 pass it Mrs. Burraway, the Anti-bullying lead (see Appendix 1)
2. Support will be offered to the target of the bullying from with Mrs. Burraway, the Class Teacher or an alternative appropriate staff member. This may include the use of specific support materials or programmes

3. Staff will proactively respond to the bully, using our Behaviour Policy. They may also require support from Mrs. Burraway, the Class Teacher or an alternative appropriate staff member. This may also include the use of specific support materials or programmes
4. Mrs. Burraway will ensure that parents and carers are informed of support and sanctions in place. Parents will also be advised of any appropriate involvement in support or sanctions
5. Mrs. Burraway, together with the Headteacher, will assess whether any other authorities (such as the police) need to be involved, particularly if actions take place outside of school
6. Mrs. Burraway, the Anti-bullying lead, will monitor incident reporting forms, analysing results
7. Mrs. Burraway will produce a termly report, summarising the information, which the Headteacher will report to the Governing Body (see Appendix 2)

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.

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 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.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying:

- 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
- We have termly anti-bullying assemblies to remind pupils what bullying is and the importance of reporting bullying. The assemblies also remind pupils about how to report bullying
- Stereotypes are challenged by staff (and pupils are encouraged to do this also)
- Circle time provides regular opportunities to discuss any issues that may arise in class and for teachers to target specific interventions
- Our Personal, Social, Health and Emotional (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

- Constant teaching and reinforcement of our values. Our values education programme underpins all our teaching about positive behaviour choices. The value of the month is explored both in Collective Worship and in class lessons, and children gradually develop the skills of empathy and understanding of others. When we have issues of poor behaviour choices or bullying we are able to use this framework to reflect on what went wrong and how we can put it right
- 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
- Specific support programmes, such as social skills programmes, are offered to targeted groups of children
- Measures the school uses to promote positive behaviour, which are:
 - Positive reinforcement of excellent models of behaviour:
 - Verbal praise
 - Awards e.g. commendations, class dojos
 - Sanctions for unacceptable behaviour:
 - Individual class systems e.g. yellow and red card system
 - Personalised behaviour support plans created with the class teacher, Special Educational Needs Co-ordinator, parents and, where necessary, Headteacher. These may include additional class and playtime support, internal exclusion from specific activities, personal, social and emotional support work
 - Completion of our behaviour reflection sheet alongside an adult
- Working with parents and carers, and in partnership with community organisations, where and when appropriate, to tackle bullying

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Anti-bullying lead is responsible for monitoring the policy on a day-to-day basis. The Anti-bullying 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 Governing body 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 formally reviewed every 12 months.



Bullying and prejudice related incidents report form

Section 1: Staff details

Date completing form:	
Name of staff member completing form:	

After completion this form needs to be handed to: Mrs. Burraway, Anti-bullying lead

Section 2: Details of incident

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

- | | |
|---|--|
| <input type="checkbox"/> Bullying

Nature of incident: Tick all that apply

<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
<input type="checkbox"/> Verbal (e.g. name calling, ridicule, comments)
<input type="checkbox"/> Cyber (e.g. messaging, social media, email)
<input type="checkbox"/> Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, wearing racist insignia)
<input type="checkbox"/> Damage to personal property
<input type="checkbox"/> Threat with a weapon
<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Persistent Bullying | <input type="checkbox"/> Prejudice related incident

Form of bullying or incident: Tick all that apply

<input type="checkbox"/> Race – racist bullying
<input type="checkbox"/> Sexual orientation – homophobic
<input type="checkbox"/> Sexual orientation – biphobic
<input type="checkbox"/> Special Educational Needs or Disability
<input type="checkbox"/> Culture or class
<input type="checkbox"/> Gender identity – transphobic
<input type="checkbox"/> Gender – sexist bullying
<input type="checkbox"/> Appearance or health conditions
<input type="checkbox"/> Religion or Belief related
<input type="checkbox"/> Related to home or other personal circumstances
<input type="checkbox"/> 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 (e.g. gender, SEND, religion):
Target(s) of bullying/incident			
Person(s) responsible for bullying incident			

Details of 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		



Incident log and report to Governors

Incident Log	
Date reported:	
Nature of incident:	
Form of incident:	
Date of incident:	
Place:	
Time:	
Aggressor profile:	
Target profile:	
Repeat incident/serious incident:	
Action taken and feedback from target:	

Analysis of date: (trends, patterns, background information)

Actions to be taken: (in light of the analysis)