



St. Anne's C.E. Primary and Nursery School

Anti-Bullying Policy

Mrs. C. Simpson

Reviewed and updated

May 2020

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

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June 2020

Our aims and objectives

At St Anne's we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

Our responsibility in law

Under the Equality Act 2010 new duties came into force for schools in April 2011 which means that we have a duty not to discriminate on grounds of race, disability and gender and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief. By law we have a duty to tackle prejudice and promote understanding.

Links to other policies

This policy should be read in conjunction with other school policies including: Equality, e-safety, Behaviour, Safeguarding and child Protection and our child friendly version anti-bullying policy.

What is bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression)
- repeated often
- often difficult for individuals who are being bullied to defend themselves against

Bullying can take many forms:

- physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, making offensive remarks
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites like Facebook or Ask FM)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Our Preventative Approach to Bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

We are a Rights Respecting school. Children have a right to be safe, a right to be heard and a right to play and learn. Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult or a peer will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

Encouraging children to take responsibility by becoming members of our various pupil voice groups promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence and exploring the rights respecting schools agenda. In addition to this, the issue of bullying in its many forms is the focus of general classroom discussions. We promote equality and celebrate difference.

Reporting and recording incidents

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We have an open door policy for parents so that any concerns can be taken up with either the class teacher or the Head teacher at any time. The school Chaplain is also available every morning on the school gate for parents to speak to.

Our year 5 Buddy team are also on duty each morning and at play times for children to speak to them about any worries surrounding bullying or friendship issues.

Any incidents should be recorded and passed in the first instance to the relevant class teacher – they will then be recorded on CPOMS.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the 'follow up needed note' and these records are kept electronically on CPOMS and the Head teacher is kept informed.

We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe
2. to encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

We will seek to reassure the child who has been bullied that they have done the right thing in telling someone and we will take steps so that they know that any further concerns they have will be followed up quickly. The anti-bullying coordinator in school will be responsible for checking in with the individual child and parents/carers on a regular basis for some time to ensure that any further issues are dealt with and confidence is restored.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. the Head teacher is informed
2. the pupil who has been bullied is interviewed and their comments recorded
3. the pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded
4. the parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of external agencies.

6. In persistent circumstances sanctions may include:

- Red Dojos
- * Lunchtime/playtime detentions
- * Parent meetings
- * Fixed term exclusion
- * Appropriate external agency involvement i.e. crisis response/behaviour support
- * Permanent exclusion
- * Police involvement

7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process

Monitoring and Review

The Role of the school and the Governing Body

We aim to monitor and review this policy in a meaningful way at least annually through pupil and parent surveys and also as we respond to any incidents that do occur in school. In addition to this we are mindful of any changes to legislation that may affect our policy and the ever changing face of youth culture for our oldest pupils.

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective the follow up needed records are reviewed.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her/ him to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher.

Teachers and support staff do all they can to support the child who is being bullied.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

The Role of parents and pupils

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school - in line with our home school agreement we expect pupils and parents to support our zero approach to bullying.

Roles and responsibilities

All staff in school have a responsibility to implement this policy however it is recognised that the Head teacher, SENDCO and the named Anti-bullying coordinator have a particular duty of care.

First Draft	December 2019
Reviewed	June 2020
Reviewed	
Next Review	June 2021

This policy has been agreed by the governing body of St Anne's School in May 2020 and supersedes all previous policies relating to this area.

Signed:

(Chair of Governors)

Signed:

(Head Teacher)
