



# **St. Anne's CE Primary and Nursery School**

## **Anti-Bullying Policy**

**Reviewed and updated  
September 2021 (Mrs. L. Sixsmith)**

# 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.

## **School Statement on Bullying**

The school vision enables the flourishing of all pupils, ensuring that the school is an inclusive and hospitable environment. 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.
- Related policies – Behaviour Policy, Equality and Inclusion Policy.

### **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, 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 (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

## **2. Reporting bullying**

Pupils should tell teachers, other adult staff or peers if they are being bullied.

### **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 Senior Leadership team and the headteacher have a particular duty of care, having overall responsibility for setting the school climate of mutual support, 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.
- 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 CPOMS.
2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing the results.

3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.

4. Support will be offered to the target of the bullying from the pastoral lead, class teacher, buddy system, or through the use of restorative justice

5. Staff will proactively respond to the bully who may require support, or through the use of restorative justice.

6. Staff will assess whether parents and carers need to be involved.

7. Staff will assess whether any other authorities (such as police of 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, or CPOMS and follow up actions, 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.

#### **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 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, 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.

## **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 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, whether implicit or explicit, 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.
- Our open-door policy ensures that pupils can refer any incidence for immediate attention by the relevant staff member.
- Playground Buddies and Play Pals on outdoor duty offer support to all pupils.
- 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 pupil voice groups- through the Junior Management Team, RTight2B team (as a Rights Respecting school, children have a right to be safe, a right to be heard and a right to play and learn- see charters), Anti-bullying Team.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## **8. Training**

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

## **9. Monitoring the policy**

The headteacher and anti-bullying lead is responsible for monitoring the policy on a day-to-day basis and for monitoring and analysing the recorded data on bullying, ensuring any trends are noted and reported.

## **10. Evaluating and reviewing**

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) 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 reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

**Date of Last review: September 2021**

**Headteacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Chair signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix A Related Policies**

Absence Policy

Behaviour Policy

Online Safety Policy

PSHE, Relationships and Sex Education Policy

Staff Code of Conduct

Safeguarding and confidentiality Policies

Whistleblowing Policy

To consider:

- Systems apply to HBT bullying and language.
- HBT language and online bullying, both on school computers and outside of school, will not be tolerated and that the same sanctions apply to online HBT bullying as in the classroom.
- PSHE can include discussion of issues around diversity, self-esteem, gender identity, and anti-bullying including HBT bullying.
- Relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.
- Incorporate the expectation that staff will act as role models and display school values and behaviour.
- Reinforce the role of staff in promoting the wellbeing and safety of all pupils including LGBT pupils. Explicitly state that disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers.
- If they see or experience it, staff should raise concerns or highlight bad practice relating to gender identity and sexual orientation. For example, in relation to how HBT bullying is dealt with or LGBT pupils/staff are treated/supported. Include sexual orientation and gender identity on the list of concerns that staff may raise so that they feel confident to do so (a young person's sexual orientation/gender identity must not be disclosed without their permission.)
- All incidents of whistleblowing will be taken seriously and that staff confidentiality will be respected