Anti-Bullying Policy

Approved by the governing body on: 19th October 2023

To be reviewed on: 19th October 2024

Signed on behalf of the governing body: Pete Sayers

Vision Statement

At Idle CE (A) Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which is theologically rooted in our Christian Vision of:

Jesus' promise of "life in all its fullness" (John 10.10)

for children, young people and adults within our school community to flourish. We are driven by our vision to nurture Christian hope and high expectations for all involved with education of the pupils in our care and to serve the common good.

Rationale

As a Christian school we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the Christian values of 'kindness and respect'. At Idle CE (A) Primary School we believe that every member of our school community should have an equal opportunity to achieve their full potential regardless of race, colour, gender, sexuality, disability, special educational needs or socio-economic background. We accept that occasional disputes do occur. However, school will not tolerate any form of bullying.

We have defined bullying as… deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social or psychological. Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable. This policy aims to produce a consistent attitude and response towards bullying from all members of the school community. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying. We promote a culture where all members of our community are valued and treated with respect.

This policy should be read in accordance with the Behaviour and Relationships Policy, SEND Policy and the school's agreed Equality Objectives.

Aims:

- To reduce incidents of bullying within the school so that children feel safe
- To increase children's awareness of what bullying is
- To provide all staff with guidelines and support to be able to deal effectively with bullying

A one-off incident is usually not bullying but when older and/or stronger pupils take advantage of children younger, weaker or less experienced than themselves, or a group of children cause problems for one child, this needs to be treated equally seriously.

What we as a school can do to STOP Bullying?
- Teach children how to recognise bullying for what it is
- Work with parents/carers of both victims and perpetrators to reduce incidents, providing pastoral support for all children involved
- Make the sanctions for bullying known to all members of the community

• Be a "telling school" where anyone who sees bullying or has it done to them tells an adult

What are the Signs of Bullying?
Each child will react differently to stress. The following list gives some examples of behaviour which may be a cause for concern:
• A previously happy child who appears to be unhappy or withdrawn
• A sudden change in quality of work or attitude to school or school work
• A reluctance to go out to play
• A series of unexplained illnesses e.g. tummy aches / headaches
• A reluctance to come to school
• Poor sleep

Bullying may not be reported by the victim. It may instead be reported by parents, other pupils or observed or suspected by staff in school. School support staff can be particularly well placed to become aware of such behaviour. Denial does not necessarily mean that bullying is not taking place. It may be that the victim is frightened of the outcome of any admission of bullying.

Types of Bullying

• Racist
• Homophobic
• Gender
• Emotional
• Physical
• Cyber-Bullying (see Internet Safety Policy)

We recognise that there are different types of bullying, including those which are prejudice based and discriminatory.

Behaviour Strategy

Our behaviour policy aims to build understanding, resilience and responsibility within our pupils. In the instance of a bullying incident being reported to or observed by school staff the following action will occur:

- investigation of the incident through speaking to relevant witnesses and restorative circles with involved parties (this may also include parents if appropriate).
- actions taken as a result of investigation may include (as appropriate) restorative circles, pastoral support, modifications or exclusions (please see Exclusion Policy).
- closure of the incident emphasising restorative actions between pupils, staff and parents to ensure lessons are learnt and relationships are restored.

All pupil have the following rights and responsibilities:

• The right to learn and the responsibility to be ready to learn

• The right to respect and fair treatment and the responsibility to treat others in the same way

• The right to feel and be safe and the responsibility to ensure that others do also

These can be summarised as **Ready, Respectful, Safe.**

Our behaviour strategy summarises the response to actions of bullying at a 'stage 5' or above level. Such incidents will be addressed by a member of SLT and appropriate actions taken (see appendix 1).

What should a pupil do if they feel they are being bullied?
• Tell someone - it could be their teacher, parent/carer or any other adult in school.

What Should the Pupils tell an Adult?
• Who has been bullying you?
• How long has this been going on?
• How many times has this happened to you?
• Has anyone seen this happen? If so, who?
• Has anyone else been bullied by the same person?
• Have you told anyone else about this before?
• Was anything done about it?

What Should a Pupil Do If They Witness Bullying?
• Tell an adult in school.
• Inform a school council representative who will then inform an adult without delay.

What Should Parents do about Bullying?
• Inform the school if they think their child is being bullied or is bullying other children.
• Try to establish the facts and keep an open mind.

Important Information about Bullying:
• The nature of bullying changes, as pupils grow older and can become more subtle
• Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
• Bullying exists in all ages, social, ethnic and gender groups
• Most bullying is between children of the same ages.
• Those who witness bullying may be as deeply affected as those who are directly bullied.
• Children follow examples. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, they will tend to adopt aggressive behaviour patterns themselves.

Review:
The governing body, head teacher, staff and pupils view bullying as a very serious impairment of our school's normal work and life. They will therefore keep this policy under regular review. Governors are routinely informed of any bullying incidents each year in the Headteacher's report.

Appendix 1:

BEHAVIOUR STRATEGY

	Behaviours	Possible Appropriate Actions	Responsibility
Stage 1	• Low level in class behaviours • Low level playground behaviours	• Use of recognition board to focus on required behaviour • Verbal/visual reminders and praise	Classteacher Breaktime/ lunchtime supervisors
Stage 2	• Persistent low-level in class behaviours • Persistent low-level playground behaviours • No response to stage 1 actions.	• Alerting classteacher of concerns • Alerting parents of concerns • Restorative approaches with peers and adults • 1:1 discussion adult : pupil / pupil: pupil • Verbal/visual reminders and praise	Classteacher Breaktime/ lunchtime supervisors
Stage 3	• Disruptive in class behaviours • Disruptive playground behaviours • Name-calling / provocation • No response to stage 2 actions.	• Details logged on CPOMS • Support from phase leader if required • Parental contact with classteacher • Restorative approaches with peers and adults • Pastoral support • Establishing trusted adults • Behaviour monitoring	Class teacher AHT
Stage 4	• Persistent disruptive in class behaviours • Aggressive playground behaviours • Swearing • Fighting • No response to stage 3 actions.	• Details logged on CPOMS • Support from SLT • Parents informed by classteacher • Parental meetings with classteacher supported by phase leader if required • Restorative approaches with peers and adults • Pastoral support 1:1 • Referrals to external agencies • Detention • Internal exclusion* • Individual timetables (linked to SEMH needs)	Class teacher AHT
Stage 5	• Racist language • Sexist language • Homophobic language	• Details logged on CPOMS • Restorative approaches used with peers and adults	Class teacher AHT

	• Bullying • Causing physical harm • Causing detriment to good order • No response to stage 4 actions.	• Referrals to external agencies • Parental meetings with classteacher and phase leader • Internal exclusion* • Suspension** • Individual behaviour contract	HT
Stage 6	• Repeated racist language • Repeated sexist language • Repeated homophobic language • Bullying/cyber-bullying • Repeated physical harm / fighting • Causing significant harm to others (single incident) • Bringing weapons or banned items onto the school site • Causing detriment to good order • Continual disruption to learning • No response to stage 5 actions.	• Details logged on CPOMS • Restorative approaches used with peers and adults • Referrals to external agencies • Parental meetings with HT • Internal exclusion* • Suspension** • Individual timetables • Individual behaviour plans	AHT HT
Stage 7	• Significant incident • Repeated stage 6 actions	• Details logged on CPOMS • Suspensions** (up to a maximum of 15 days in a term) • Permanent exclusion ***	HT Governors

- *Detention* – typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break/lunch. Detentions can be issued by SLT members and Phase Leaders at Stage 4.
- *Internal exclusion** - the removal from classrooms/lunchtimes or playtimes for a limited amount of time for serious disciplinary reasons to allow for the continuation of pupil's education in a supervised setting. This is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. This will be issued by SLT members at Stage 4 and above.
- *Suspension*** - suspension for a fixed period of time in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions. Suspensions will be issued by the Headteacher at Stage 5 and above.
- *Permanent exclusion **** Please see Exclusions policy.

This policy should be read in conjunction with:
- Exclusion Policy
- SEND Policy
- Behaviour and Relationships Policy
- Equality Objectives