



*Love of Learning, Love of Life, Love of One Another
'Life in all its fullness' John 10:10.*



Anti-Bullying (also recognised as Peer on Peer Abuse) Policy

This policy will be reviewed every year and is due for renewal in the 2023/2024 Academic Year at GB3

Headteacher: Nicola Ball

Chair of Governors: Roger Evans

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Review History	
GB3 March 2023	No changes

As a proud Church school Federation, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of RESPECT, COMPASSION, TRUST, FORGIVENESS, ASPIRATION, HOPE and FRIENDSHIP.

We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.

School statement on bullying

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.

This policy should be cross-referenced with the following policies: Online-Safety, Relationships and Behaviour, PSHE & RSE, Compliments, Concerns and Complaints Procedure and Guidance, Whistleblowing and Equality Statement. It should also be cross-referenced with the Code of Conduct for Staff.

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.
- To encourage forgiveness for restoring relationships

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and frequently 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 disability (SEND)
- Culture, nationality or class (traveller children)
- 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

It is important to understand that bullying is not:

- . teasing and joking between friends without intention to cause hurt;
- . falling out between friends after a quarrel or disagreement;
- . behaviour that all parties have consented to and enjoy;

Children do sometimes fall out or 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 child’s development to learn how to deal with friendship breakdowns, the occasional name-calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. Where possible we explain and encourage forgiveness.

2. Reporting bullying

Reporting – roles and responsibilities

Pupil

If you are being bullied or witness bullying:	After you have been bullied:	When you are talking to an adult about bullying, be clear about:
<ul style="list-style-type: none"> • Try to stay calm. • Look them in the eye and tell them to stop. • Get away from the situation. • Tell an adult what has happened straight away. 	<ul style="list-style-type: none"> • Tell a teacher or another adult in the school or your family. • If you are scared to tell an adult by yourself, ask a friend to come with you. 	<ul style="list-style-type: none"> • What has happened to you. • How often it has happened. • Who was involved. • Who saw what was happening. • Where it happened. • What you have done about it already.

Staff

If you witness bullying:	Dealing with peer on peer bullying:	Preventing bullying behavior:
<ul style="list-style-type: none"> • Investigate it themselves in accordance to the behaviour policy. • Record the event in appropriate behaviour book and report to the DSL / DDSL immediately. 	<ul style="list-style-type: none"> • The staff member will deal with the issue immediately. • Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. • If a child is involved in reported bullying, inform the Head teacher, parents/carers and all staff involved. • Further support for the victim and sanctions for the perpetrator may be necessary. 	<p>Our school Christian ethos and values underpin all that happens in school. Respect, love, forgiveness and compassion are key in this.</p> <p>Use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.</p> <p>e.g Drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.</p> <p>Circle time/ PSHCE is used to praise, reward and celebrate the success of all</p>

		<p>children, and thus to help create a positive atmosphere. Collective Worships are used both as an opportunity to promote positive Christian values which oppose bullying behaviour and as a way of allowing organisations such as NSPCC to come in and talk about ways in which bullying may be understood and combatted by our school community.</p>
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Parent/carers

Parents and families have an important part to play in helping us deal with bullying.

Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Be good role models when using social media sites and always consider the impact of comments that you make.

If you believe your child is being bullied or has witnessed bullying	If you believe your child is involved in bullying	When talking to a member of staff about bullying
<ul style="list-style-type: none"> • Calmly talk to your child about it. • Listen rather than question and make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened. • Reassure your child that telling you about the bullying was the right thing to do. • Explain that any further incidents should be reported to a teacher immediately. • Make an appointment to see your child's class teacher. <ul style="list-style-type: none"> • Explain to the teacher the problems that your child is experiencing. 	<p>Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. School will contact parents to discuss any incidents or concerns as they arise where appropriate.</p> <p>Children sometimes bully others because:</p> <ul style="list-style-type: none"> • They don't know it is wrong. • They are copying older brothers or sisters or other people in the family they admire. • They haven't learnt other, better ways of mixing with their school friends. • Their friends encourage them to bully. • They are going through a difficult time and are acting out aggressive feelings. • They have been a victim of bullying or other trauma themselves. • If you believe your child is involved in bullying, follow the steps in column 1. 	<ul style="list-style-type: none"> • Stay calm – the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. • Be as specific as possible about what your child says has happened – give dates, places and names of other children involved. • Make a note of what action that all parties have agreed to take. • Ask if there is anything you can do to help your child or the school. • Stay in touch with the school - let them know if things improve as well as if problems continue. If you think your concerns are not being addressed: Address your concerns according to the Schools 'Compliments, Concerns and Complaints Procedure and Guidance' (available at Reception).

3. Responding to bullying

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

1. Staff will record the bullying in the relevant behaviour books and on a Cause for Concern / Record of Discussion reporting form clearly stating Bullying on the subject title, even if it has not yet been investigated.
2. Designated school staff (SLT) will monitor the information recorded 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 class teacher, ELSA or nurture staff or through the use of restorative justice techniques.
5. Staff will proactively respond to the bully who may require support from the class teacher, ELSA, nurture staff or other professionals or through the use of restorative justice techniques.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
8. Throughout the response, the school values will be central. Forgiveness will be explained and sensitively encouraged where possible.

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 My Concern and 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.

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. This can be found on our school website or via paper copies, on request, from the school office.
- The PSHE & RSE 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.
- 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.
- PSHE 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.
- Restorative justice techniques 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 groups through the school council.
- 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, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be 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.