

Preventing and Tackling Bullying Policy

School Vision, Values and Aims

Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one another

To have confidence

To encourage one another

To support and challenge one another

To believe in one another

Policy Approved May 2023

To be reviewed May 2024 (with full stake-holder engagement)

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to flourish within our loving, supportive and caring family. We actively encourage parents to come into school to share their concerns with us.

School Statement

As a Church of England school, we believe that all people are made in the image of God. Everyone is equal and we treat each other with dignity and respect. Our school is a loving and trusting community where everyone is able to flourish.

Aims and Expectations

The aim of this policy is to outline what Leckhampton C of E Primary School will do to prevent and tackle all forms of bullying. It has been developed and adopted with the involvement of the whole school community – governors, staff, children and parents.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all children, and staff, is a key priority. We take all instances of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We have constant regard for the dignity and worth of each individual and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our children to become responsible and compassionate citizens and to prepare them for life in modern Britain.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Definition of Bullying

This definition was written by children in our Anti-Bullying Working Group 2019:

“Bullying is when someone thinks they are more powerful than someone else and is mean to them deliberately over and over again.”

Our school's definition of Bullying was written using the Department for Education's *'Preventing and Tackling Bullying document* (July 2017) [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624222/preventing-and-tackling-bullying.pdf)

What do we consider bullying to be?

- Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual either physically or emotionally.
- Bullying involves an imbalance of power between the perpetrator and the victim, making it difficult for the victim to defend themselves.
- Bullying can include: name calling, taunting, mocking, making offensive comments, taking belongings, gossiping, excluding people from groups, spreading hurtful or untruthful rumours, producing offensive graffiti, physical attacks, hitting, punching tripping up.
- Cyber bullying can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media site and apps and sending offensive or degrading photos or videos.
- Bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can happen to anyone. This policy covers all types of bullying, including bullying relating to:

- Race, religion, nationality or culture
- Gender
- Special educational needs or disability
- Appearance or health conditions
- Sexual orientation or gender identity
- Home or other personal circumstances

Hate Incidents

A Hate Incident is any incident, which may or may not constitute a criminal offence (Hate Crime), which is perceived by the victim or any other person as being motivated by prejudice or hate based on a person's race or perceived race, religion or perceived religion, sexual orientation or perceived sexual orientation, disability or perceived disability, or who is transgender or perceived to be transgender. These can take many forms such as:

- Verbal abuse or insults, e.g. detrimental comments, abusive language and 'jokes', offensive leaflets and posters, abusive gestures, dumping of rubbish outside homes or through letterboxes.
- Harassment (unwanted behaviour that a person finds intimidating upsetting, embarrassing, humiliating or offensive), bullying and victimisation.
- Physical attacks, such as physical assault, damage to property, offensive graffiti, neighbourhood disputes and arson.
- Threat of attack, including offensive letters, abusive or obscene telephone calls, groups hanging around to intimidate and unfounded, malicious complaints.

Hate related incidents of any kind will not be tolerated in our school. Any allegations of hate related incidents will be investigated and reported through our preventing and tackling bullying procedures in the first instance.

Preventing Bullying

- Our Behaviour Model and our school rules are the most effective way to ensure that children treat each other with respect and kindness.
- All interactions in school start with our vision: Open Hearts, Open Minds, Open Doors and are guided by our school values; Respect, Responsibility, Perseverance and Compassion.
- All children have explicit lessons about the school rules and values through our PSHE (Vision) Curriculum as well as being taught them implicitly through the actions of all adults in school.
- Children, staff, parents and governors know that the school does not tolerate bullying and that the school will take any complaint about bullying seriously and resolve any issue in a way that protects the child.
- Staff are highly vigilant and correct incidents of unkindness swiftly and effectively, showing visible kindness and visible consistency. This is because we know that this can help to reduce incidents of bullying.
- Our child-friendly Preventing and Tackling Bullying Policy that is on display in every classroom, ensures that all children understand and uphold the policy.
- Our collective worship programme is planned to ensure that children learn the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Each year the school holds an Anti-Bullying week to highlight the importance of this topic. In lessons and collective worship time, specific activities are planned to develop the skills and qualities needed to be kind to all members of our community and to promote strategies to deal with issues from falling out to bullying.
- Our PSHE (Vision) curriculum includes lessons on:
 - Understanding different types of bullying
 - Understanding how to respond to and prevent bullying
 - Ways to report bullying to ensure children are confident to do so
 - The way in which bullying will be tackled in school
 - Kindness and considering the feelings of others
 - Diversity and difference and the importance of tolerance
 - Building self-esteem, self-confidence and resilience

- Understanding that some children have different needs
- All staff recognise that some pupils may be more vulnerable and susceptible to bullying and understand the need for extra vigilance, for example; due to a special educational need, disability or difficult circumstance in their life.
- All staff openly discuss (using age appropriate language) differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, appearance related difference or children with different family situations.
- All staff challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Stereotypes are challenged by staff and children across the school.
- All children in Key Stage 2 have a Reading Friend who they meet fortnightly. At the beginning of each session the older child checks in with the younger child on how they are feeling and asks about any worries they have. Children in Key Stage 2 are taught the best questions to ask and how to inform an adult about possible bullying of the younger child.
- Play leaders from Key Stage 2 support younger children on the playground.
- Children in Key Stage 2 are given opportunities to raise concerns with their House Captain in a calm and comfortable space during a break time each week.
- We ensure displays and celebrations include a range of groups from wider society including those from ethnic minority backgrounds, those with disabilities and members of the LGBTQ+ community.
- We have a zero-tolerance approach to child-on-child abuse, understanding that it should never be passed off as “banter”, “just having a laugh”, “part of growing up”, “girls being girls” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Reporting bullying

Children who are being bullied: If a pupil feels that they are being bullied, they are encouraged not to retaliate but to tell someone they trust.

They could:

- Talk to any member of staff including teachers, teaching partners, well-being teaching partners and senior leaders.
- Tell a trusted adult at home or in their family/ outside of school.
- Tell a Reading Friend/ Play Leader or House Captain or any other member of the school family.
- Report anonymously through the Tell Us Box in their classroom or the School Tell Us Box in the library
- Call Childline to speak with someone in confidence on 0800 1111 or visit www.childline.org.uk for help.

Reporting – roles and responsibilities

All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measures to prevent bullying. If staff are aware of bullying, they should reassure the children involved and inform their class teacher. Our Middle Leaders are also Anti-Bullying Leads for each phase; they are: Miss Heath, Miss Thomas, Mr Slade & Miss Flook.

The Head Teacher, supported by the Senior Leadership Team, has overall responsibility for ensuring that the Preventing and Tackling Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all children.

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Children should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Tackling bullying

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

1. Listen to the child reporting the incident and make sure that they feel that their concerns are being taken seriously. Ensure that this conversation happens in a place where the child feels safe and is able to share their views openly.
2. Record on a Preventing & Tackling Bullying Form (Appendix 1) which will be kept in the Head Teacher's office.
3. Check through to establish if there are any previous incidents involving the same children or repeated behaviours.
4. If you feel that this is one of a number of incidents, or particularly severe, refer immediately to a member of the senior leadership team.
5. Once a referral to the senior leadership team has been made, a thorough investigation of the incident involving all parties will be undertaken by the senior leadership team and recorded on the Preventing & Tackling Bullying Form.
6. The Head Teacher should always be made aware of any incidents which have been dealt with by the senior leadership team.
7. Whether the incident is deemed to be classed as bullying, or not, staff will offer support to the pupil who feels they have been bullied, in discussion with their class teacher. Individual meetings will then be held with any pupils involved to devise a plan of action that ensure that the targeted pupil is made to feel safe and reassured that the bullying is not their fault. Action plans will make use of Reading Friends, Play Leaders and additional pastoral support as necessary.
8. Staff will pro-actively respond to the child who has caused the harm to another (emotional, physical, online) who may require support. A plan of action will be created with this party too.
9. Parents or carers will be informed and where necessary involved in any plans of action.
10. Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.
11. Parents of the targeted child must be kept informed of the whole process including the actions set to support their child and it is vital that they feel satisfied with the way the incident has been dealt with.
12. Should all other actions and strategies be exhausted and incidents of bullying continue, the Head Teacher may as a last resort, and with reference to relevant policies and procedures, exclude an individual.

Support for Children

Children who have been bullied will be supported by being:

- Offered an immediate opportunity to discuss the experience with a member of staff in a quiet, comfortable place.
- Offered continuous support and assurance that key actions set at the time of reporting are followed through.
- Offered opportunities to rebuild the relationship with the other pupil when they feel able to.
- Assured that future teachers will be made aware of incidents that have happened

Children who have bullied will be helped by:

- Being offered an opportunity to discuss what happened with a member of staff.
- Establishing the wrong doing and the need to change their behaviour.
- Providing them with support through teaching them ways to change their behaviour e.g. teaching choices and consequences, self-esteem work.
- Discussing with parents / carers in order to support them in knowing how to help change the attitude and behaviour of the pupil.

Training

The Head Teacher is responsible for ensuring that all school staff receive regular training on all aspects of the Preventing and Tackling Bullying policy.

Monitoring the Policy

The Head Teacher, supported by the senior leadership team, is responsible for monitoring the policy on a day-to-day basis and for monitoring and analysing the recorded data on bullying. Any allegations of bullying are reported to Governors on a termly basis (with anonymised information).

Evaluation and reviewing

The Head Teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the Head Teacher's report. The governors are in turn responsible for evaluating the effectiveness of the policy via the Head Teacher's report and by in-school monitoring such as learning walks and focus groups with Children. If further improvements are required, the school policies and anti-bullying strategies are reviewed. The policy is reviewed every two years in consultation with the whole school community including staff, children, parents, carers and governors.

This policy should be read in conjunction with our Child Protection (Safeguarding) Policy and Behaviour Policy.

Preventing and Tackling Bullying (Appendix 1) Incident Form

<p>When: <i>Write down the date and time</i></p>
<p>Where: <i>Write down exactly where it happened</i></p>
<p>Who: <i>Write down who was involved, including any witnesses</i></p>
<p>What: <i>Write down a summary of what has been reported</i></p>
<p>Actions: <i>(highlight those taken)</i></p> <ul style="list-style-type: none"> • <i>Checked for earlier incidents involving same children</i> • <i>Notified parents/carers</i> • <i>Individual discussions with children involved</i> • <i>Group discussion with children involved</i> • <i>Notified class teacher</i> • <i>Medical treatment</i> • <i>Specific support from staff</i> • <i>Follow up date set</i>
<p>Does this need to be referred to a member of SLT and why?</p>
<p>SLT actions:</p> <ul style="list-style-type: none"> • <i>Discussion with parents/carers</i> • <i>Individual discussions with children involved</i> • <i>Plan of support for bullied child</i> • <i>Plan of action for child who has bullied</i>
<p>Follow up:</p>