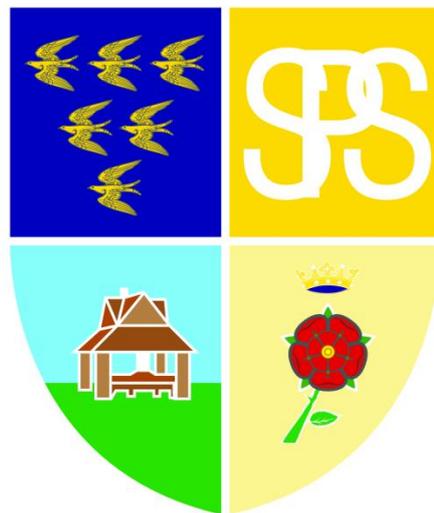


Sedlescombe Church of England Primary School



Anti-Bullying Policy 2020-2021

Implemented	November 2020
Review Cycle	Annual
Review Date	November 2021

This policy was adopted at a FGB Meeting on 23rd November 2020

Learning, Loving and Growing Together with God

Sedlescombe Vision and Values



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

Learning, Loving and Growing Together with God

1. Introduction:

We are committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated at our school.

We understand the devastating and lasting effect being bullied can have on some children and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside of school.

Preventing and tackling bullying is part of our work to support pupils' social and emotional development.

This policy is reviewed annually ahead of Anti-Bullying week which takes place in November each year. It sets out the schools approach to both preventing bullying and dealing with any incidents of bullying that may occur. This document is based on the advice provided to schools in Preventing and Tackling Bullying from the Department for Education (see Annex 1).

2 School Responsibilities:

Behaviour for Learning Policy:

The Education Act 2006 sets out schools' obligations in relation to preventing bullying. It states that all schools must have a Behaviour Policy which is shared with all pupils, staff and parents.

For this reason the Anti-Bullying Policy should be read in conjunction with our Behaviour for Learning Policy. The Behaviour for Learning Policy is shared with all staff through policy development, training and for new staff the schools' induction processes. The Behaviour for Learning Policy is available on the school website.

Bullying Outside School Premises:

The Education Act 2006 also gives headteachers the ability to ensure pupils behave when not on the school premises or under the lawful control of school staff.

The headteacher has a specific statutory duty to discipline poor behaviour outside the school premises. This includes investigating bullying incidents occurring anywhere off the school premises e.g. in the village or town centre.

If bullying off the school premises is reported to school staff they will investigate what has happened and take action in line with the Anti-Bullying and Behaviour Policies. The headteacher will also consider whether it is appropriate to notify the police.

The Equality Act 2010 sets out the school's duty to:

1. Eliminate unlawful discrimination, harassment and victimisation;
2. Advance equality of opportunity;

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3. Foster good relationships between people who share a protected characteristic and people who do not.

Schools must comply with this duty.

Criminal Law:

Bullying is not a specific criminal offence, but some bullying behaviours could be a criminal offence. These include harassing or threatening behaviour and communications. Therefore the school has a duty to seek advice from the police e.g. police liaison officer if they believe any bullying behaviours could be a criminal offence.

3. Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

Bullying can take many forms, and can include:

- **Emotional:** offensive graffiti, gossiping, excluding people from groups and spreading hurtful untruth rumours, tormenting.
- **Physical:** kicking, hitting, pushing, taking belongings or any use of violence.
- **Verbal:** name calling, taunting, mocking, making offensive comments.
- **Cyberbullying:** This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can happen to anyone but can be motivated by prejudice or actual or perceived differences between children such as:

- Race
- National or ethnic origin
- Sexual orientation
- Special Educational Needs or Disability
- Colour
- Gender
- Gender Identity
- Religious belief

In dealing with Bullying it is important to deal with physical bullying such as violence immediately to ensure the safety of all pupils, however, it should be remembered that emotional bullying can be harder to identify and more damaging long term.

4. Preventing Bullying

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through:

- a. Whole school ethos and environment
- b. Whole school activities
- c. Curriculum
- d. Training and support for staff
- e. Involving pupils
- f. Involving parents and carers

a. Whole school ethos and environment

- We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly.
- We expect children to have respect for each other and accept responsibility for their behaviour.
- Staff model good behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour.
- Staff challenge children when they use prejudice-based language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything.
- We recognise and celebrate difference and diversity
- We have a range of activities during break and lunchtimes that promote cooperative activities
- We talk to children about how safe they feel in the playground
- We take particular care of children with special educational needs and disabilities and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.

b. Whole School Activities

- We organise specific assemblies on bullying and its consequences and what to do if they see or experience it
- We carry out annual surveys how safe children feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying.
- We hold a week of activities focused on friendship and anti-bullying to recognise national anti-bullying week
- We involve visitors from organisations that specialise in anti-bullying activities
- Year 6 Play Leaders organise games and activities during lunch time
- Reception children have Year 6 Buddies who support them on the playground. This ensures the older children understand their role in supporting and nurturing the younger children and that the younger children understand that the older children are there to support and help them and not to be frightened of.
- The school embraces the Thrive ftc approach to support children with emotional difficulties. Emotional difficulties can occur for a number of reasons, this approach can

be used to support children with emotional needs as a result of being bullied or exhibiting bullying behaviour.

c. Curriculum

Teaching about bullying and its consequences is taught through PSHEE, RE, Thrive (whole class and individual sessions) and Internet Safety.

Pupils learn:

- What bullying is, how it feels, why people bully, what to do about it and how to prevent it
- About the differences between people and about the importance of being inclusive and celebrating difference and diversity
- About the impact of prejudice and discrimination
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships
- How to keep safe and behave responsibly when using the internet and mobile phones
- We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including children with disabilities and those with same sex parents when teaching about families.

d. Training and Support for Staff

We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify bullying and what to do if it occurs.

e. Involving Pupils

The PLT (Pupil Leadership Team) has an important role to play in reviewing the school policies and finding out how safe they feel in school and whether they have experienced or seen bullying and whether they feel the school takes bullying seriously.

Questionnaires are also completed by children to find out if they feel safe in school and if they feel they have an adult they can talk to.

f. Involving Parents and Carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

5. Raising Concerns about Bullying / Reporting an Incident

It is important to remember that bullying can only happen in an atmosphere where children are too scared to tell what is happening to them, so it is essential that children and parents can share their concerns.

All the staff in our school take all forms of bullying seriously and will deal with it promptly and seek to prevent it from taking place. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incident that is reported to school staff, including taking place outside of school. We will also consider whether it is appropriate to notify the police of the incident.

If bullying occurs we will:

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school.
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped.
- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the bullying behaviour and is explained in our Behaviour Policy. Where appropriate we will also impose further sanctions, such as exclusion.
- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

We will also:

- Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, and appearance and describe how they have been dealt with. (Appendix 1)
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support from interventions to help them develop their personal and social skills. (Appendix 2)
- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills. (Appendix 2)

Recording and Reporting

Staff who identify or who are told about bullying make a written record of this using the form (Appendix 1). These need to be passed on to the head teacher for further investigation. This may lead to pupil interview (Appendix 2) and a parent meeting (Appendix 3). All incidents whether one off or defined as bullying are logged.

Information is recorded about:

- Whether it is defined as a one off incident or bullying
- The type of incident or bullying e.g. racist, sexist
- The kind of behaviour e.g. verbal, physical, cyber
- A description of what happened and who was involved
- How the incident or bullying was dealt with and resolved

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- How parents were involved
- Whether as a result of the response the incident or bullying has stopped
- Pupils involved in the incident or who have been bullied and their parents will be asked for feedback on how well they felt the school dealt with it.

We encourage staff, pupils, parents and governor to report bullying and we have a range of ways this can be done including:

- Talking to any member of staff
- Writing a note in one of the "worry boxes" across the school

6. Dealing with Incidents of Bullying

If bullying occurs we will:

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school.
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped.
- Any one-off behaviours that may well contribute to bullying will be dealt with as they occur in line with the Behaviour Policy. Any child found to have been bullying another child will face consequences and their parents will be informed of their behaviour. The consequences will depend on the severity of the bullying and how long it has been going on.
- To prevent the situation from happening again the child's behaviour will be monitored carefully and reparative strategies will be put in place so that the victim feels like they have been heard and feels safe, but so that the bully learns from their behaviour and does not return to bullying behaviours again.

Reparative Strategies:

If the bully is just punished for their behaviour then they are likely to feel resentment towards the victim and will not have learnt the skills to prevent them from bullying in the future. For this reason it is important that as well as consequences reparative strategies are put in place so that the bully learns how to change their behaviour. The following strategies are available in school to support both bully and victim.

Build a Bridge:

When a child has been bullied the bully has to regain the trust of the victim, staff and other children in the school. The victim needs to know that the bully has changed their behaviour for a prolonged period of time. The bully and victim both report to the class teacher or headteacher at the end of the lunchtime. Both children explain how lunchtime has gone and any difficulties or successes they have had. If the playtime has been good then a plank of the bridge is coloured in. Day by day the bridge is built and hopefully the trust is rebuilt at the same time. Any incidents can also be dealt with immediately with any consequences explained and given. Any further support can also be identified.

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7. Monitoring Bullying Within School

Bullying File:

The number of bullying incidents will be monitored using the Bullying Log where all the paper work linked to the investigation of bullying incidents will be logged. This will allow the school to know the number of bullying incidents that occurring in school and to see if the number of incidents is increasing or decreasing and to amend policies in light of this information.

Behaviour Log:

All serious incidents of misbehaviour are logged in line with the school Behaviour Policy. These can be monitored to see if there are any patterns in behaviour that need further investigation.

Sickness at Lunchtime:

Any child who is repeatedly ill at lunchtime may need to be carefully monitored as this may be a sign that a child is experiencing difficulties on the playground.

Appendix 1:

BULLYING INCIDENTS / CONCERN FORM

Pupil Name	Year Group
Name of person completing this form (please print)	
Incident / Concern:	
Any other relevant information:	
Reporting Staff Signature:	Date:

Appendix 2:

BULLYING CONCERN / INCIDENT PUPIL INTERVIEW

Pupil Name	Year Group	Date
Name of person completing this form (please print)		
Can you tell me about what has been happening?		
How is this making you feel?		
What do you think would help to make this better?		
Is there anything you would like us to do to help you?		
Reporting Staff Signature:	Date:	

Appendix 3:

BULLYING CONCERN INCIDENT PARENT MEETING SUMMARY

Pupil Name:	Year Group	Date
Present at Meeting:		
Key Points from Investigation:		
Agreed Strategies for Moving Forward:		
Date of Review Meeting:		
Staff Signature:	Date:	

Build-a-Bridge to Friendship

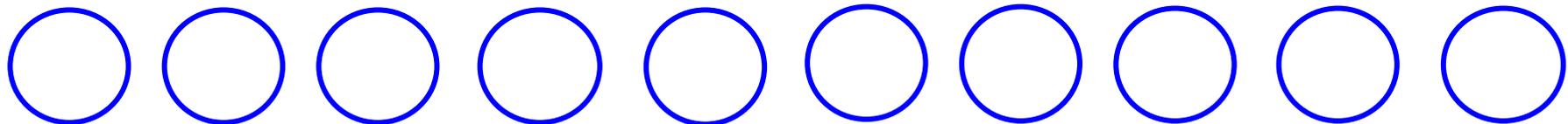
Child A



Child B



Friendship Stickers



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