



Long Marston VA C of E Primary School

Anti-Bullying Policy

Vision and Values

‘Together we grow and flourish with hope’

We grow strong, like a tree planted by a stream – a tree that produces fruit when it should and has leaves that never fall. In all that we do, we prosper. Psalm 1:3

Our Values

Our Vision is underpinned by our Values. We believe these values provide our children with a moral vocabulary, giving them the skills and attitudes that they need to prepare them ‘together we grow and flourish with hope’. Children learn about acceptable ways to treat one another through our values of **kindness, respect and resilience**. These are shared with children through Collective Worship, PSHE lessons, RE lessons and daily interactions and discussions.

Principles

At Long Marston School we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Our policy takes into account guidance given in ‘**Valuing All God’s Children**’ (Church of England Education Office).

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 common understanding of what bullying is, and 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.

What is bullying?

Bullying is hurtful, unkind or threatening behaviour use by an individual or group, which is deliberate and repeated over time. Bullying intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Long Marston is considered to be “unacceptable behaviour which occurs ‘lots of times, on purpose’.”

Bullying can be short term or continuous over long periods of time.

The nature of bullying can be:

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| Emotional | Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), spreading rumours, segregation |
| Physical | Pushing, kicking, biting, hitting, punching, any use of violence, inappropriate or unwanted physical contact |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Unwanted physical contact or sexually abusive comments |
| Homophobic | Because of, or focusing on, the issue of sexuality or gender identity |
| Verbal Direct or indirect | Name-calling, sarcasm, spreading rumours, teasing, ridicule |
| Cyber | All areas of the internet and social media, such as email internet chat, Twitter, Facebook misuse, WhatsApp and Snapchat Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera, video facilities, ipad, games consoles |
| Visual/written | Graffiti, gestures, wearing racist insignia |
| Damage to personal property | Graffiti, damage, broken items, theft |

Bullying may be related to: Race; Gender; Religion or beliefs; Culture or class; SEN or disability; Appearance or health conditions; Home circumstances, e.g. young carers, poverty; Sexual orientation, sexism, sexual bullying or homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and in cyberspace. It can take place in group activities and in the local community.

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The confidence and demeanour of the individual
- The numbers or group size involved
- Anonymity – through use of cyber bullying or using email, social networking sites, texts, notes, etc.

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 above. It will be challenged by staff and recorded on an incident form. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

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.

Reporting bullying

What should pupils do if they think they are being bullied?

Pupils are encouraged to tell someone they trust and to do so as soon as possible. This could be their teacher, support staff, parent/carer or another adult in school. Pupils could speak to someone face-to-face, write a note or message, or ask a friend to help them report.

Pupils are also encouraged to report any incidences of bullying that they witness. 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.

All incidents of bullying should be reported as soon as possible so that they can be dealt with effectively.

What should parents do if they feel their child is being bullied?

Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy to actively encourage their child to be a positive member of the school community. Parents also have a responsibility to look out for the signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Responding to bullying

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

1. Staff will record the bullying on CPOMS. This will be shared with the relevant staff of any children involved. Teachers will also share any concerns or incidents in the weekly staff meeting so that all staff are aware.
2. The headteacher will monitor incident reporting forms and information recorded on CPOMS, analysing the results.
3. Support will be offered to the target of the bullying from the class teacher or teaching assistant, or another member of staff who may have witnessed an incident or had the incident reported to them.
4. Staff will proactively respond to the bully who may require support from the class teacher, INCo, key stage leader or headteacher. Time is taken to talk to the child about why their action was wrong and we endeavour to help the child change their behaviour in future.

5. Staff will assess whether parents and carers need to be involved. With repeated incidences of bullying behaviour, the child's parents are invited in to discuss the situation. In more extreme cases, where initial discussions have proven to be ineffective, the headteacher may contact external support agencies.

7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions have taken place outside of school.

Responsibilities

Staff responsibilities

All staff take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers support all children in their class and establish a climate of **trust** and **respect** for all. By praising, rewarding and celebrating the success and diversity of all children, we aim to prevent incidents of bullying.

If teachers witness an act of bullying they do all they can to support the child who is being bullied.

If teachers become aware of any bullying taking place between children, they deal with the issue immediately.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have a level of Special Educational Need which means they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them fall victim to the behaviour of others.

All teachers routinely attend training which enables them to become equipped to deal with incidents of bullying and behaviour management.

Headteacher and SLT responsibilities

The headteacher and SLT have overall responsibility for 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.

Governor responsibilities

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents that do occur are taken very seriously and dealt with appropriately.

The governing body monitors any incidents of bullying that do occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governing body on request about the effectiveness of school anti-bullying strategies.

The governing body respond within ten days to any formal complaints of bullying. In all cases, the governing body notifies the headteacher and asks them to conduct an investigation into the case and report back to a representative of the governing body.

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.
- Our 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 for pupils to learn to value themselves, value others and appreciate and respect difference.
- PSHE lessons provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Collective worship makes use of our values to explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Stereotypes are challenged by staff and pupils across the school.
- Wellbeing week celebrated difference and focusses on different themes each year.
- Children with SEND are encouraged to celebrate their skills and talents.
- Wellbeing warriors are leaders in wellbeing strategies and share these with other.

Monitoring and review

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. The headteacher reports to the governors about the effectiveness of the policy on request.

This policy is the headteacher's responsibility and they review its effectiveness annually. This is done by reviewing school incidents on CPOMS in conjunction with the SLT. The headteacher will analyse information with regard to the protected characteristics of age, disability, gender reassignment, race, religion and belief, sex and sexual orientation in accordance with the Equality Act 2010.

To be reviewed: March 25