



**Anti-Bullying Policy
"Kind hearts, bright futures"**

Responsible Governor	Daniel Beck
Approved by the Governing Body	Autumn term 2022
Date of Next Review	TBC
Signature of Governors	
Signature of Headteacher	

Anti-Bullying Policy

Statement of principles

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

Introduction

At St Giles' C of E (A) Infant School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and achieve more than they thought possible. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. As part of this aim, we would expect all our children to feel safe in school and/or during any activities relating to the school day. If at any time they did not feel safe, then we would want them to be confident enough to seek support from an adult within our school.

Bullying is a complex anti-social behaviour found in all walks of life, encompassing a willful, conscious desire to hurt, threaten or frighten the recipient repeatedly. At St Giles' C of E (A) Infant School bullying is unacceptable and will not be tolerated.

Bullying is regarded by the school as a particularly serious behaviour. Incidents of bullying during the teaching day, or as a result of incidents that have occurred during the school day, must always be acted upon, according to the principles laid down in this policy and within the framework of the whole school behaviour policy.

Bullying for the purpose of this policy can be deemed to be between:

- children
- children and adults
- between adults

- individuals or groups

Policy Development

This policy was formulated to reflect policy and procedure at St Giles' C of E (A) Infant School. The pupils contribute to the development of the policy through School Council, playground buddies, our 'St Giles' Ambassadors', PSHE lessons, curriculum based activities, pupil interviews/questionnaires and collective worship.

The policy is readily available for all stakeholders on the school website.

Principles that underpin the policy

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- The school promotes safe play areas
- All staff are aware and model positive relationships
- The school works in partnership with parents, other schools and with Children's Service and community partners to promote safe communities
- That inclusive values are promoted and underpin behaviours and school ethos

For parents /carers:

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate / resolve as necessary and that the school systems will deal with the bullying in a way which protects their child

- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures

Principles and Values

The school recognises that prevention is better than cure and positive steps are taken through the overall ethos and environment of the school to promote good behaviour, as indicated by this whole school policy. Everyone should be clear that bullying must not be tolerated and staff must be alert to signs of bullying and take firm, and where possible, prompt action. Silence and secrecy nurture bullying and undermine the values of the school.

The purpose of this policy is to:

- have an ethos and understanding in our school that staff must not tolerate bullying in any form
- demonstrate to children that sharing bullying experiences is an effective way forward to solving problems
- create an atmosphere where children feel confident to disclose concerns relating to bullying and believe these will be taken seriously and acted upon appropriately
- promote cooperative behaviour and mutual respect amongst pupils and staff
- create a school environment where children feel physically and emotionally safe
- offer a framework of support for the victim and a programme of behaviour modification for the bully; this will be drawn up in conjunction with school staff and the child's parents
- communicate clearly to parents how bullying is dealt with at St Giles' C of E (A) Infant School and explain their role and responsibilities within this process
- ensure our curriculum supports the principles and values of this policy.

Roles and Responsibilities

As there is an expectation that all adults using the school site will model respectful behaviours towards both pupils and adults, most examples in this policy refer to children. However, any incidents of bullying carried out by an adult will be dealt with either through the disciplinary policy for staff or by the Headteacher/Governors for other adult site users. If we believe any bullying activities carried out by adults are criminal in nature, the school will notify the police.

Anti Bullying Co-ordinator

At St Giles' C of E (A) Infant School the role of 'Anti-bullying Coordinator' is undertaken by the Assistant Head Teacher and as such has the following responsibilities:

- Policy development and review
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers

where appropriate

- Co-ordinating strategies for preventing bullying behaviour e.g. making sure sufficient playground activities are made available and ensuring any potential bullying ‘hotspots’ are actively supervised.

All adult members of the school community

Be aware of, and act within, the school’s policy on bullying.

Avoid saying or doing anything which will cause hurt or offence to others.

Report any incidents that cause concern to a member of staff.

Discuss with the school ideas they may have which they think could stop bullying.

Staff

In addition to the above staff are expected to:

- model respectful relationships within school based upon trust and respect, in order that pupils feel their concerns will be taken seriously
- be vigilant and take proactive action if any uncharacteristic changes in a child are observed
- in their duty to be proactive in their approach to recognising signs and incidents of bullying, staff must apply this policy fully and fairly
- support and assistance from a member of the Strategic Leadership Team should be sought in any situation where they are uncertain where the line between assertive behaviour and bullying lies

All staff must be aware of the potential vulnerability a child and/or groups of children face due to a range of circumstances i.e. SEND (Special Educational Needs and Disabilities). In response to this, it can lead the individual or group to become more susceptible to being bullied or indeed from becoming the bully. This policy is therefore based on the principle of **restorative justice** wherever possible.

Pupils

- Need to be aware of and understand our Christian Values and our British Values and begin to understand that bullying, in all forms, is unacceptable
- Treat others as they would like to be treated and not say or do anything which could cause hurt or offence
- Must be taught to understand that others who become the ‘bystanders’ or ‘accessories may be treated with the same severity as the bully themselves; allowing bullying to continue by encouragement is not acceptable.

Governors

The governor nominated with the responsibility for safeguarding works with the Headteacher and Anti Bullying Co-ordinator to monitor and evaluate the effectiveness of the above. Our governor for Anti Bullying is Daniel Beck. Their responsibilities are to ensure policy and procedures are in line with ‘Working Together to safeguard Children’ (2015) and ‘Keeping Children safe in Education’ (2022).

Definition of Bullying

'The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.' Anti-Bullying Alliance

The DfE definition of bullying from 'Preventing and Tackling Bullying' (October 2014) states that:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate, premeditated intention to hurt or humiliate (either physically or emotionally).
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils it would be seen as bullying)
- Friendship fallouts are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

In rare occurrences an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, but otherwise fulfils the above criteria. However, within the context of an Infant School, caution must also be exercised as to the nature and maturity of our children; it may not always be possible to categorically identify intention.

We also recognise that all children have different levels of tolerance and some may perceive incidents of poor behaviour, which do not meet the above definition, as bullying. When these incidents result in the feelings listed above, the matter will be taken seriously and the children will still be given help and support.

Any incidents of bullying on our school site that relate to Protected Characteristics (as defined within the Equality Act 2010) must always be fully investigated as this could potentially be unlawful and require intervention from other outside agencies e.g. police. If the victim might be in danger, then intervention will always be urgently required and sought.

Why are some pupils more vulnerable to being bullied?

- Specific types of bullying include:
- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying related to sexual orientation, e.g homophobic language
- Bullying related to gender orientation, e.g transgender/questioning
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying can be:

Physical – e.g kicking, hitting, taking and damaging belongings

Verbal – e.g name calling, taunting, threats, offensive remarks

Relational – e.g spreading nasty stories, gossiping, excluding from social groups

Cyber – e.g texts, emails, picture/video clip bullying, Instant Messaging (IM), social media or gaming (see separate section on cyber bullying – Appendix 1)

What does bullying look like?

Bullying can include:

- Cyber bullying – inappropriate text messaging and emailing; sending or demanding offensive or degrading imagery by mobile technologies or via the Internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Prejudice related behaviour
- Controlling behaviour
- Intimidation

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and

dealt with appropriately.

The school will address any issues such as these on a case by case basis, through PSHE lessons our 'Jigsaw' and 'Thrive' programmes and through whole class collective worship and circle times.

Why are some children, young people and adults, more vulnerable to becoming bullies?

This list is not exhaustive, but can include:

- Family background
- Social deprivation
- Trauma/ loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Feelings of jealousy
- Wanting to be part of a 'pack'

Challenging Bullying

There are many reasons for challenging bullying:

- **The safety and happiness of children** – When children's lives are made miserable. They may suffer injury and/or become unhappy about coming to school. Over a period of time they are likely to lose self-confidence and self-esteem. Some may even blame themselves for 'inviting' the bullying behaviour.
- **Educational Achievement** – The unhappiness of bullied children is likely to affect their concentration and therefore their learning. Some children may avoid bullying by avoiding school.
- **Providing a model of acceptable behaviour** – If they observe bullying behaviour going unchallenged, other children may learn that bullying is a quick effective way of getting what they want. Those children being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- **To have a reputation as an effective and caring school** – We cannot claim with absolute confidence that there is 'no bullying at St Giles' C of E (A) Infant School'. Every school and indeed social situation has the potential for some degree of bullying, even if slight or infrequent. Parents and staff realise this, however a policy which can be actively seen and adhered to throughout the school demonstrates, through theory and practice, our school will respond positively and effectively to bullying.

Procedure for investigating and dealing with bullying

St Giles' C of E (A) Infant School has a three tiered approach to stopping bullying in the school, based on Prevention, Detection and Response. Coordination of this will be the responsibility of the Headteacher, Anti Bullying Co-ordinator and members of the staff team.

Developing and promoting Resilience and emotional well being

St Giles' C of E (A) Infant School promotes a safe school environment through:

- Valuing relationships - all staff and pupils are expected to show respect, tolerance and trust to each other and to live out our Christian values
- The curriculum – Personal, Social and Health Education (PSHE) through our 'Jigsaw' programme and our 'Picture News' Current Affairs resource. We are also a 'Thrive' school and offer this intervention to individuals where needed
- Learning about building positive relationships, conflict resolution skills and emotional health and well-being
- Promotion of the Anti-bullying message in assemblies and class circle time
- Ensuring pupils and parents feel safe and confident informing staff and knowing that matters will be treated confidentially
- Friendship buddies at playtime
- A solution focused approach which involves and includes all parties
- Ensuring a Pupil Voice culture – pupils know and understand that they will be heard

Strategies for preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at St Giles' C of E (A) Infant school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Regular anti-bullying events, drama workshops, assemblies and National Anti-Bullying Week annually
- Restorative Approaches
- Whole school and class collective worship times
- Involvement in Healthy Schools
- School values including compassion and friendship
- Feeling Good Weeks
- PSHE through 'Jigsaw'
- Circle Time
- School council
- Thrive emotional well-being programme
- Lunchtime clubs

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or who have witnessed bullying behaviour (bystanders). This could include:

- Pupils in school – talking to any member of staff; ‘drawing and talking’ sessions; a Thrive session with our Thrive practitioner; circle of friends; whole class PSHE lessons through our Jigsaw programme; pupil voice
- Parents/carers – talking to a member of staff (face to face, email, telephone or virtual meeting)
- All staff and visitors – talking to any member of staff
- Bystanders – talking to any member of staff
- Contacting outside agencies for support (e.g. specialist teaching team, Children’s Services)
- Contacting the police

Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure.

Detection:

All reports of bullying, no matter how apparently trivial, will be investigated and dealt with by class teachers. In this way pupils will gain confidence in telling an adult. This confidence factor is of vital importance.

Serious cases of bullying will be referred immediately to the Headteacher or the Senior Teacher.

If it is established that systematic or serious bullying has taken place, parents/carers of victims and bullies will be contacted by the Headteacher or Senior Teacher so that they have an opportunity to discuss what has happened. This will put them in a position to help and support their child.

Response:

When identifying incidents of potential bullying, teachers will seek answers to questions of: what, where, when, who and why?

If a group is involved, each member will be spoken to separately. Other pupils may also be spoken to in order to get a clearer picture.

Written records (signed and dated) must be kept and passed onto the Headteacher or the Anti Bullying Co-ordinator..

Where appropriate, separate meetings will be arranged with the parents/carers of both parties, to explain the actions being taken and to discuss ways in which they can help or support the school’s actions.

If required, separate follow-up meetings with both parties will also be arranged.

All parties will be supported; the 'victim' will receive support in order to deal with their feelings and the 'aggressor' in order to change this type of behaviour and prevent further incidents occurring. NB this may include a referral to an outside agency.

A restorative approach will be taken as a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Bullying another child could result in any of the following sanctions being taken:

- an apology, either verbally or written, presented personally to the child who has been bullied
- loss of privileges in school such as playtime
- official warnings to cease offending
- exclusion from certain areas of school premises
- fixed term exclusion
- permanent exclusion

Parents of all concerned will always be contacted where there is enough evidence to substantiate a cause for concern. They may also be contacted to help to pre-empt a potential situation occurring.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti Bullying Co-ordinator.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The information will be reviewed each term.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

Responding to Parents Concerns

If parents are concerned about an incident at school they should:

- talk to their child's class teacher
- allow staff time to investigate and, if necessary, take appropriate action, then feedback to the parents/carers
- Agree to review the situation within a stated period of time.

Links to other policies

Safeguarding and child protection policy

Teaching and Learning policy

Curriculum policy

PSHE policy

Special Educational Needs and Disability policy

Equal Opportunities policy

Behaviour policy

Staff behaviour policy

Disciplinary policy

Relational policy