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Headteacher: Mrs J Exton

Anti Bullying Policy

THE CHURCH OF ENGLAND EDUCATION OFFICE

February 2019

This policy was reviewed by the Headteacher and approved by Governors in March 2019.

This policy has been rewritten based on model policy from the Church of England.

Signed ……………………………… (Headteacher)

Date………………………..

Signed ……………………………… (Governor)

Date………………………..

Our School Vision:

Here at Uppingham C of E Primary School our vision is to inspire a love of learning and discover how to make a difference in our world.

Our School Aims:

We aim to be a kind, caring community built on Christian values of love and respect.

To be a school where:
- Everyone matters.
- We all have a clear sense of belonging.
- Individuality is celebrated.
- Everyone is proud of themselves and proud of the school.

Our Christian Values:

Based upon Christian values, we strive to:

- **Inspire** curiosity awe and wonder

    "…O Lord, how manifold are your works! In wisdom you have made them all; the earth is full of your creatures…" (Psalm 104:26)
- **Nurture** our talents, interests and individuality

    "We have gifts that differ in accordance with the grace that has been given to us, and we must use them appropriately."(Romans 12:6)
- **Celebrate** all achievements, large and small

    "In all the work you are doing, work the best you can. Work as if you were doing for the Lord, not for people." (Colossians 3:23)
- **Dream** bigger dreams

    "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable…if anything is excellent or praiseworthy, think about such things…put into practice. And the God of peace will be with you." (Philippians 4:8&9)

5Rs for Lifelong Learning

We aim for our learners to be able to show and live these values in everything they do.

- **Readiness** – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful

- **Reflectiveness** – this shows in looking back, improving your learning and performance, and practicing

- **Responsibility** – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others

- **Resilience** – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with

- **Resourcefulness** – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

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.

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.

This policy is to be read in conjunction with the following policies: behaviour policy, equality policy

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and 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 (SEN) or disability
- Culture or class
- 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

2. Reporting bullying

Pupils can report incidents of bullying behaviour to any member of staff using whatever form of communication they are comfortable with e.g. verbally, written, chatty club.

Reporting- roles and responsibilities

Lead staff in school: Mrs Julia Exton (Headteacher) and Mrs Emma Keegan (SENCo) are anti-bullying leads.

- All staff in our school have a duty to safeguard children and take all forms of bullying seriously. They must be vigilant to signs of bullying and play an active role in prevent bullying.
- Staff must respond to bullying incidents as set out in this policy.
- The Senior Leadership team and the headteacher 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.

Headteacher

- The Headteacher is responsible for implementing the anti-bullying strategy and to ensure that all staff members (both teaching and non-teaching) are aware of the school policy and know how to deal with bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Parents/carers

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

Pupils

- Pupils should know that bullying is wrong and is not tolerated in our school.
- Pupils 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.

3. Responding to bullying

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

1. Staff will record the bullying on an incident reporting form and also report the incident to the Headteacher, original form to be stored in relevant safeguarding folder.
2. Headteacher will monitor incident reporting forms and information recorded in red folder behaviour log analysing the results.
3. Headteacher will produce termly reports summarising the information which will be report to the governing body in leadership reports.

4. Support will be offered to the target of the bullying from the most appropriate adult in school which could be their class teacher/ELSA/member of SLT.
5. Staff will proactively respond to the bully who may require support from the most appropriate adult in school which could be their class teacher/ELSA/member of SLT.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

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 if 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 school behaviour log 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 monitors 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.
- The 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.
- 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.
- Time2Talk 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.
- ELS available to support pupils
- Restorative justice systems 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 e.g. 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, chaplains, 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.