



**Little Houghton CEVA Primary School
Anti-Bullying Policy**

Our Vision for Little Houghton CEVA Primary School

'Learning for Life'

Through:

- ❖ **Growth – realising our potential**
- ❖ **Community – sharing and contributing**
- ❖ **Spirituality – reflecting and thinking deeply**
- ❖ **Environment – appreciating local and global environments**

So that each child can flourish – like a flower of the field (Psalm 103:15)

Mission Statement:

We aspire to attain high academic and moral standards, and to encourage emotional and spiritual development, based on the values of the Christian faith.

Our sense of community is reflected in our Ethos Statement:

We are a Christian school working in partnership with parents and the wider community:

- Which maintains a welcoming, secure and inclusive environment
- Where God's love is demonstrated and taught and where the emphasis is on the value God places on each individual
- Where we promote personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards based on the teachings of Jesus Christ
- Where we aspire to attain high academic standards, enable pupils to achieve their full potential and develop a lifelong love of learning
- Where true faith and sound learning flourish within the traditions of the Church of England
- That reflects on the spiritual values of the Christian church
- That epitomises core Christian values

1. Introduction

DfE guidance defines bullying as actions that are specifically intended to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

According to the Section 175 Education Act 2002, there is a legal duty for schools to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.

We take all appropriate action to address concerns about the welfare of a child and work to agreed local policies and procedures in full partnership with other local agencies.

The Section 89 Education Inspections Act 2006, says head teachers should determine measures with a view to encouraging good behaviour and respect for others on the part of pupils, and, in particular, preventing all forms of bullying amongst pupils.

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

This policy seeks to address these aspects of the law.

2. Statement of Intent

At Little Houghton CEVA Primary School we are committed to providing a caring and safe environment for all our pupils so they can learn in a happy and secure atmosphere.

Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the school immediately, so that it can be dealt with by those working most closely with the child/ren or those who have most contact with the children in school.

e.g., parents hearing from their own child/ren should come straight to the school in the first instance, rather than approach another parent or child.

This policy has been drawn up with reference to **The Equality Act 2010, which** legally protects people from discrimination in the workplace and in wider society. We have a commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/children with SEN, those who are perceived to be LGBT+, race and religion targeted, sexist and sexual bullying.

3. What Is Bullying?

We use the Anti-Bullying Alliance definition of bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be fuelled by prejudice so we will work together to create a culture where prejudice and hatred is not accepted.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding items, using threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic- because of or focussing on the issue of sexuality
- Transphobic – negative attitudes to those who are transgender or who do not conform to social gender expectations
- Sexist – based on a person's gender
- Targeted at faith – because of a person's beliefs or religion
- Disablist – prejudiced against those who are disabled
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber- all areas of internet, such as email, internet chat room misuse, online gaming sites, through social media
- Mobile threats from text messaging, groups such as WhatsApp, calls
- Misuse of associated technology, i.e. camera & video facilities

We know that bullying thrives where name-calling, rumour mongering and disrespect go unchallenged so our Home/School Agreement and Staff Code of Conduct make what is and what is not acceptable for all stakeholders in the school community very clear.

We also understand our community responsibility and will hold children to account for any poor behaviour in the local community, on the way to and from school, as well as for their online and electronic activities.

4. When is it bullying?

It is common and normal for children to have different ideas, opinions, values and priorities just as it is for adults. As they grow and develop children will learn how to be successful in their relationships with each other. Part of this will involve developing the ability to use appropriate communication skills, so that differences of opinion can be worked out in a way, which does not involve unkindness, and harm to others.

In considering whether bullying or relational conflict is taking place, it is important to distinguish between the two:

Relational conflict is:

- Accidental
- Occasional
- Where power is balanced
- Where remorse is shown and an effort to resolve a situation takes place

This will happen frequently in school, just as it does between siblings as children grow and mature within their families.

Bullying differs from relational conflict because it:

- Is deliberate
- Is hurtful
- Is repetitive
- Is intentional
- Involves an imbalance of power
- Involves little remorse
- Is repeated over a period of days and weeks

Staff and pupil wellbeing is of paramount importance in this school. No one deserves to be the victim of bullying and every single member of our school community has the right to be treated with respect. When investigating any allegation of bullying the school will take account of what is happening using the above definitions and criteria.

5. Objectives of this Policy

- All Governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and support staff should know what the School Policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the School Policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

6. Procedures

Incidents of bullying should be reported to school staff as soon as they arise.

In cases of bullying, the incidents are recorded by appropriate staff. At this stage, parents may be contacted and concerns shared.

In serious cases parents will be contacted and will be asked to participate in a meeting to discuss the concerns.

The bullying behaviour or threats of bullying will be investigated and steps taken to stop the bullying quickly.

Support systems will be put in place to try to help the bully (bullies) change their behaviour.

Support systems will also be put in place to support the victim.

The Governing Board monitors incidents of bullying that occur, and reviews the effectiveness of this policy regularly. A designated Governor has the specific responsibility for holding the school to account for the school's Strategy/Action Plan to reduce bullying. This Governor requires the Head teacher to keep accurate records of all incidents of bullying, and to report to the Governors at each full board meeting about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter as per the Complaints Policy.

7. Outcomes

Consequences for those found to have been involved in bullying will be age and stage appropriate

In serious cases, exclusion will be considered (both 'internal' and external). 'Internal exclusion' involves the bully being excluded from their class, classmates and other members of the school community, whilst remaining on the school site. 'External exclusion involves the bully not being allowed to attend school, usually for a fixed term, which the Head teacher will determine'.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

8. Prevention

We use a range of resources and methods for helping children to prevent bullying. Our main aim is to promote kindness and caring through engendering a positive ethos and through continuous reference to core Christian values:

- Christian values are displayed around the school and each value becomes a key focus each term.
- School and class rules are established early in the year and revisited at the start of every term.
- Every child and parent signs a Home/School Agreement.
- The School Council are proactive in this area.
- Children are involved in developing a child friendly version of the policy and producing leaflets for parents.
- We are involved in Anti-Bullying week annually.
- We revisit messages about bullying through assemblies and stories.
- Personal, Social and Health Education (PSHE) lessons are delivered, together with Circle Time.
- All children are aware of the need to tell, not to be a bystander.
- Support is available at lunch times to address children's issues/behaviours, managed by the class teachers/TAs and head teacher.
- Children are supported to take the lead on anti-bullying initiatives, including awareness raising and peer support.
- We work with our Cluster Schools to share new initiatives and good practice, both with adults and children when and where possible.

9. The role of the School

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head teacher reports to the Governing Board via the appointed governor, about the effectiveness of the Anti-Bullying Policy as a standing item at each meeting of the full Governing Board.

The Head teacher alongside all staff, ensure through clear teaching and the promotion of Christian values that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

Together we set the school climate of mutual support and praise for success, so making bullying less likely. We believe that when children feel they are valued and are part of an inclusive and welcoming community, bullying is far less likely to be part of their behaviour.

All staff use a range of strategies and resources to help prevent bullying and to establish a climate of trust and respect for all. This may include drama, role-play, stories, the playground 'Buddy Bench' etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Older Play Makers support all children to enjoy their play at lunch times too. Assemblies and Anti-Bullying week also reinforce our strategies and approaches regularly.

The school also ensures that it communicates with parents via a one page leaflet outlining the steps that will be taken if bullying behaviour is reported. This can be found in the entrance hall as a hard copy and online as an appendix to this policy.

Pupils also create leaflets for their parents, which communicates key information around bullying. They produce a child friendly version of the policy, which is displayed in each classroom.

All staff have opportunities to access online training via the Anti-bullying alliance (ABA) and this is included in the induction procedures for new staff. They also have access to the ABA newsletter.

All staff have participated in training which promotes an understanding of the law relating to bullying, know when an incident is a safeguarding issue and how to escalate a concern.

The Action Plan ensures that staff undertake training to prevent and respond to bullying of disabled pupils and those with a special educational need.

We also explore links to information and tools which help to tackle specific forms of bullying e.g. LGTB+, race, faith, appearance, looked after children and young carers.

Staff understand the link between mental health and bullying and promote opportunities for children to talk if they are worried about something and know who to go to when this is needed.

10. The role of parents

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school community.

Parents, who are concerned that any child might be being bullied, should contact their child's class teacher in the first instance immediately. The parent must then allow a period of time for the teacher to investigate the matter. If they are not satisfied with the response, they should contact the Head teacher. If they remain dissatisfied, they should follow the procedures detailed in the school's Complaints Policy.

Parents and pupils can access the policies from our website.

11. The role of pupils

At Little Houghton Primary School, our older children have the opportunity to participate in the Diana Award Anti Bullying training. The Diana Award Anti-Bullying Programme is a national programme that raises awareness of bullying behaviour and supports schools and young people to tackle it, it is supported by the Department for Education. <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying>

The Anti-Bullying Ambassadors learn about:

- What it means to be an Anti-Bullying Ambassador
- What bullying behaviour is
- How to support their peers
- How to develop their Anti-bullying work and campaign planning

This trained team of children have the aim of making the school environment a positive and safe space where people are encouraged to respect one another and be inclusive. They are very proud to be

ambassadors and really excited to make a difference.

Pupils are encouraged to tell anybody they trust, if they or any other child is being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, through regular PSHE lessons, through the Anti-Bullying Ambassadors and through the School Council.

Pupils are consulted about how they would feel most comfortable to report bullying e.g. through a worry box, speaking to an Anti-Bullying Ambassador who would then report to a teacher, having a space where children can share their worries or a named person to speak to.

Anti-Bullying Ambassadors have a role in drawing up a child friendly version of the policy, reviewing it each year and ensuring it can be seen in every classroom and on the school website. All older children are expected to become our 'mini mentors' in supporting positive behaviours and speaking to adults about what they hear.

12. Monitoring and review

This policy is monitored on a regular basis by the Head teacher, who reports to the Governing Board at each full meeting.

This Anti-Bullying Policy is the Governors' responsibility, and they review its effectiveness annually through the designated Anti-bullying governor. They do this by examining the school's behaviour incidents files, where incidents of bullying are recorded, along with all behavioural issues, and through discussion with the head teacher.

Staff will be directed to read through and remind themselves of the policy content at the beginning of each academic year.

New staff, students and other adults working closely with children will be directed to it on appointment to a new post

Carolyn Fairbrother

September 2023

Appendix

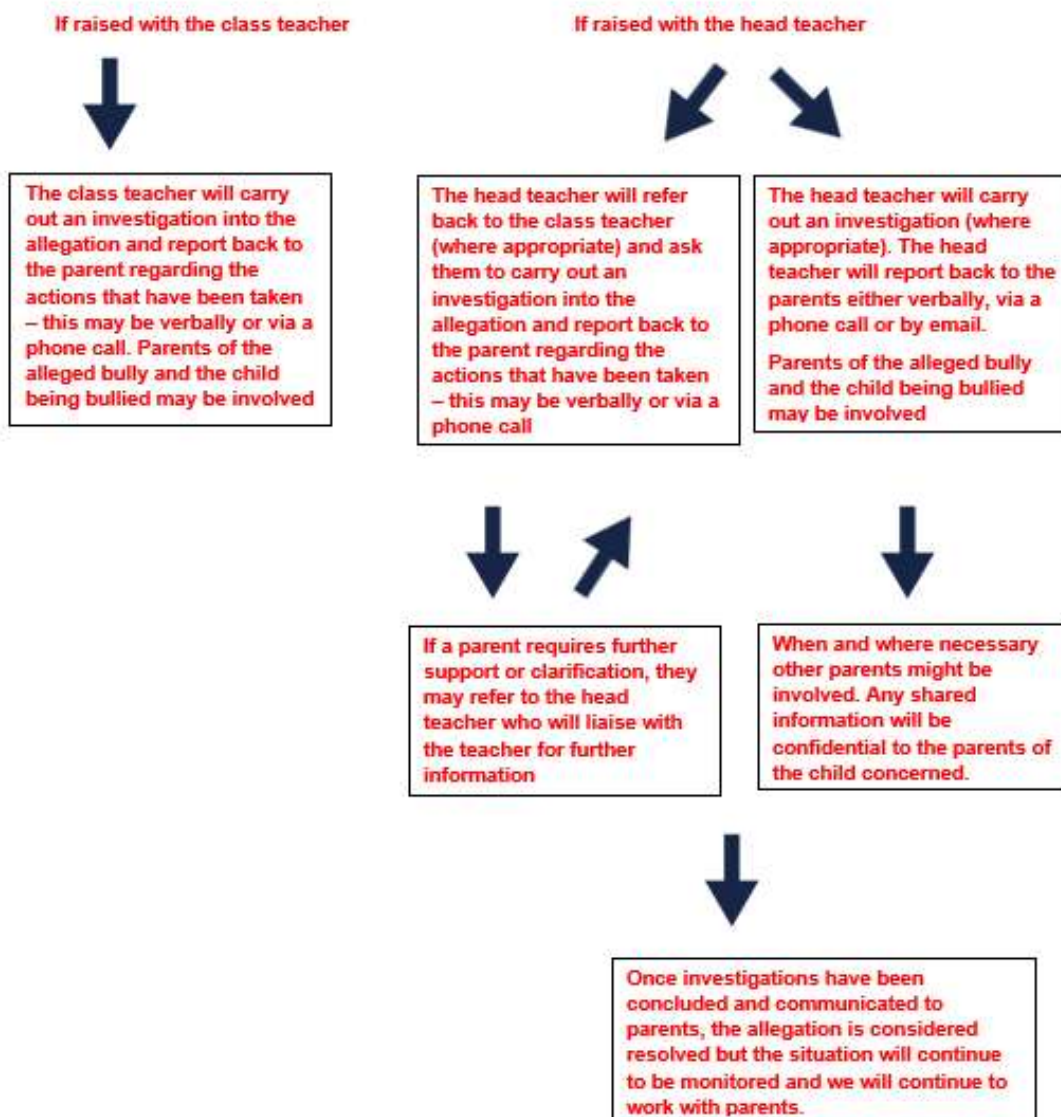
How We Address Concerns in School – BULLYING

This guidance summarises our policy.

Definition: DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated over time.

A child or parent raises an allegation of BULLYING by another child



Please be assured that we DO take bullying seriously and deal promptly with concerns. However, some information, which is confidential to another child, may not always be shared with you or your child. Our primary concern is to ensure that all children feel safe and secure in school.