



ANTI BULLYING POLICY

This policy is informed by the Christian values that are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School/academy name: St Matthew's CE Primary

Date agreed by LGB	Review Date	Chair of LGB
Autumn 17	Autumn 20	

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Aim

At St Matthew's C of E Primary School, we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats one another with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidents of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. We do this by promoting the values that will be expected of our pupils by society, in secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

Developing a whole school approach

At St Matthew's we work closely with members of the school community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

We believe that:

- all bullying is unacceptable, irrespective of how it happens and/or what excuses are given in an attempt to justify it;
- we must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times;
- we must take all incidents of bullying seriously and consider the needs of those affected;
- children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour;

- accountability should be sought in all incidents of bullying. We seek identification of wrongdoing and support repairing of harm done through a solution-based approach;
- all inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times;
- everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying;
- we must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints;
- all our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults;
- it is important to focus upon preventing bullying behaviour in school.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, e.g. minority ethnic groups, travellers, refugees, LGBT pupils, mid-term arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members, we provide additional support where necessary, for example peer support through buddy schemes.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children);
- have specific special educational needs (especially on the autistic spectrum);
- have a disability or impairment;
- are from minority ethnic backgrounds;
- are refugees or asylum seekers;
- start a school or activity group mid-term;
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender;
- speak a first language other than English;
- are young carers;
- have suffered bereavement;
- have suffered domestic violence;
- have experienced physical or emotional trauma;
- have a parent that was a victim of bullying.

Methods of bullying

There are a number of methods of bullying, which can be summarised as:

- physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods;
- verbal – name-calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care;
- non-verbal – staring, body language, gestures;
- indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging, phones, notes, inappropriate gestures;
- cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the police or social care

Types of bullying

There are various types of bullying, which can be summarised as:

- racist and faith-based – name-calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs;
- sexual orientation – homophobic, transgender, transphobic or biphobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using ‘gay’ as a negative term, warning others about a person, graffiti, etc;
- appearance – based on weight, size, hair colour, unusual physical features;
- sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated;
- disability – name-calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty;
- health – based on physical or mental conditions;
- income-based – of living on a low income;
- caring responsibilities – name-calling, negative assumptions/misunderstandings about young carers;
- relating to home or personal situation.

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, monitored 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 incident forms.

Possible indicators of bullying

We recognise that the following behaviours may suggest someone is being bullied.

- disturbed sleep;
- bed-wetting;
- head and stomach aches;
- problems with concentration;
- changes in behaviour and attitude;
- truanting;
- bullying other children;
- damaged or missing clothes / money / property;
- asking for more money than usual or stealing money;
- being withdrawn, other changes in their usual behaviour patterns or attitude;
- being distressed or emotional and finding it hard to articulate their feelings;
- changes in their eating patterns;
- changes in their online activity;
- evidence of self-harm or in extreme cases potential suicide;
- is unusually tired without a reasonable explanation;
- has unexplained bruises or marks on their body (some may refuse to change for PE);
- repeatedly comes to school without dinner money or a packed lunch;
- seems afraid to be alone and requires more adult interaction.

Preventing bullying

We will ensure that:

- all members of the school community feel listened to and valued through the integration of restorative approaches in all areas of school life;
- all children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders;
- a climate exists where bullying and violence are not tolerated;
- peer support systems to prevent and respond to bullying are developed;
- safe play / social areas are promoted;
- our site is regularly audited to establish that children feel safe, especially in known vulnerable areas;
- ensure that staff model positive relationships at all times;
- all staff are trained to identify and address bullying.

Dealing with an incident

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

- staff will investigate and record the bullying on an incident reporting form;
- designated school staff will monitor incident reporting forms and will analyse and evaluate the results;
- designated school staff will produce termly reports summarising the information, which the principal will report to the governing body;
- support will be offered to the victim with the pupil's class teacher or the learning mentor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe. They will be reassured that the bullying is not their fault - this may involve a restorative meeting;

- staff will pro-actively respond to the perpetrator/bully, who may require support. They will devise an action plan with the class teacher;
- staff will decide whether to inform parents or carers and where necessary involve them in any plans of action;
- staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

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 the holidays, or in the wider community. The nature of cyber bullying in particular means that it can have a detrimental impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant about bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Recording and reporting

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the principal's report.

All staff will use the agreed reporting format to alert the principal or safeguarding lead of any bullying-related incidents.

Monitoring and evaluation

We will check, through pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in the following areas:

- being heard
- being able to report bullying and get help
- being confident in the school's ability to deal with the bullying
- being aware that steps are taken to help them feel safe again
- being helped to rebuild confidence and resilience
- being aware of how they can get support from others.

Links to other school policies

This anti-bullying policy links to a range of policies/strategies, including:

- equality and diversity policy
- behaviour policy
- PSHE policy
- esafety policy
- safeguarding policy.