

## **Bridport St. Mary's Primary School**

### **Anti-Bullying Policy**



**Our vision is to build a caring community, where all can learn and shine.**

As a church school, we are inspired by the teaching of Jesus, to Love God and love others as ourselves.

**Policy Reviewed:                July 2023**

**Next Review:                    July 2024**

At St. Mary's Primary School, we aim to provide a safe, caring and friendly environment for all of our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect pupils to feel safe in school and feel confident to seek support from school should they feel unsafe.

#### **BULLYING: OUR SCHOOL'S VALUES AND BELIEFS**




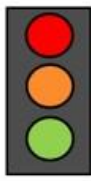
- *All pupils and staff have the right to feel happy, safe and included.*
- *Pupils and staff have the right to work in an environment without harassment, intimidation or fear.*
- *All bullying, of any sort, is therefore unacceptable.*
- *Pupils who experience bullying will be supported.*
- *We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.*

## Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, Governors, parents/carers, children and will be available on our school website.

Pupils contribute to the development of the policy through Anti-Bullying week and through discussions with the well-being ambassador team.

It has been discussed and reviewed with the Junior leadership team and the well-being ambassadors who helped create the following poster in Anti-Bullying week:

<p><b>Don't rub it in, rub it out</b></p> <p><b>What is bullying?</b> Bullying is an unkind or unhelpful act that happens on purpose over and over again.</p> <p><b>What can bullying look and sound like:</b></p> <ul style="list-style-type: none"><li>-Name calling</li><li>-Physical aggression</li><li>-Racist comments</li><li>-Online bullying</li><li>-Leaving other children out</li><li>-Making fun of disabilities</li></ul> <p></p> <p><b>Too much selfie, isn't healthy</b></p>	<p><b>Fake is a mistake</b></p> <p><b>St. Mary's JLT Anti-bullying approach</b></p> <p></p> <p></p> <p><b>Don't hold on to what is wrong</b></p>	<p><b>Let love in</b></p> <p><b>Anti-bullying champions:</b> <b>Mrs Samuel</b> <b>JLT members</b></p> <p><b>What to do if you see bullying happening:</b></p> <ul style="list-style-type: none"><li>-Tell an adult either a teacher or parent</li><li>-Ask the bully to STOP</li><li>-Check in with the child being bullied- are they okay? Would they like to play?</li></ul> <p></p> <ul style="list-style-type: none"><li>Stop!</li><li>Check the situation.</li><li>Go and tell an adult</li></ul> <p><b>No way through isn't true</b></p>
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## **Roles and Responsibilities**

### **In response to the Anti-Bullying policy, the Head teacher must:**

- Appoint an Anti-Bullying champion for the school
- Liaise with the selected champion about policies and systems related to anti-bullying
- Support the Anti-Bullying champion with decisions regarding the implementation of the policy
- Liaise with parents/outside agencies should a bullying incident require escalation

The **Anti –Bullying champion** at St. Mary's is **Sarah-Jayne Samuel**

### **The champion must:**

- Involve staff, parents, governors and pupils in policy development and review
- Implement the policy-monitoring and assessing its effectiveness in practice
- Ensure effective evaluation takes place and that this informs policy review
- Access and coordinate training opportunities and support for staff and parents/carers where appropriate
- Keep records of bullying incidents including isolated incidents of bullying and ongoing bullying behaviour
- Generate stage 2 action plans to support victims and perpetrators of bullying behaviours and share these plans with parents and carers
- Review action plans with pupils and parents regularly
- Meet with pupils who are victims of bullying behaviour and their parents
- Co-ordinate strategies for preventing bullying behaviour for victims
- Engage in a restorative justice approach to support those children who are accused of bullying to see the impact of their behaviour
- Support children to restore and rebuild relationships
- Lead the school Well-being ambassadors and support them with their work in supporting with successful friendships.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Chris Proctor (safeguarding)

The nominated governor should:

- Meet with the anti-bullying champion to discuss how bullying victims are currently being supported if there are any on-going cases
- Attend policy review meetings to share input and advise on improvements
- Read and respond to the annual anti-bullying report

Class teachers will:

- Use the well-being and behaviour policy to follow up first reports of incidents involving unkind behaviour or incidents where pupils have felt unhappy following a playground incident.
- Complete a stage 1 form following an initial friendship issue or bullying report
- Alert the anti-bullying ambassador if a behaviour reaches stage 2 after a repeated incident
- Attend training provided on tackling bullying (ABA online modules) and teach the statutory RHE curriculum lessons based on Bullying
- Know the policy well and follow the policy should an issue of bullying arise

## What is Bullying?

**‘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.’**

### **The ABA (anti-bullying alliance)**

It can be:

- **Emotional:** being unfriendly, excluding, tormenting.
- **Physical:** pushing, kicking, hitting, or any use of violence.
- **Racist:** racial name calling, graffiti, unacceptable gestures.
- **Verbal:** name calling, spreading rumours, teasing.
- **Sexual:** unwanted sexual contact, sexually abusive comments.
- **Disablist:** name calling, excluding children because of a disability or difference
- **Cyber:** threats by text message, email misuse, Facebook/Instagram
- **Homophobic/transphobic:** name calling/physical bullying/excluding behaviour because of gender identity or sexual preference
- **Damage to Property or Theft:** children may have their property damaged, taken from them or stolen.
- **Religious:** name calling, excluding children because of religious views

Bullying can happen in school, on the way in to school, on the way home from school and out of school. When a child or parent reports bullying happening out of school hours, the anti-bullying policy will still be followed and incidences will be investigated.

### **Bullying is not...**

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this difference.

### **Bullying is...**

When a bullying behaviour is repeated several times on purpose intentionally.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not always classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and relational conflict. We all have to learn how to deal with these situations and to develop problem solving and social skills to repair relationships. We might need help at times to do this and our ELSA team can help with this.

Any incident reported which has sexual, sexist, racist, disablist or homophobic undertones will be dealt with as bullying even if it is not a repeated incident. The safeguarding, behaviour and anti-racist policies will be used alongside the Anti-bullying policy to support all the pupils involved.

## Peer on Peer Abuse

Children and young people may be harmful to one another in several ways which would be classified as peer-on-peer abuse. St Mary's School does not tolerate this and the steps taken to safeguard its students are outlined in Safeguarding and Child Protection Policy.

## Strategies for preventing bullying behaviour

### Proactive strategies

- A positive approach towards friendship is promoted at St. Mary's through our work both in and outside of the classroom.
- Children are encouraged to work with different talk partners regularly in class to encourage the children to form friendships with everyone in the class.
- PSHE/RHE lessons following 'Heart smart' are taught to give children the skills for making friends and being a good friend.
- Break times and lunch times are supervised by Den Staff and TAs who the children already have positive relationships with.
- Well-Being ambassadors are trained in supporting children on the playground. The Well-being ambassador team have regular meetings with SLT and they have a regular slot in assembly to talk about the positive behaviours they see on the playground.
- Friendship benches have been introduced as a place where children can sit to signal that they support with friendships.
- Lunch club is offered as a safe place for children to play inside if they find things difficult on the playground at lunchtime.
- A pupil well-being club has been started at lunch time run by Wellbeing ambassadors and the Anti-Bullying champion to give children another space to seek support at lunch time.

## When a bullying incident happens...

### What can a child do?

If the bullying is happening to **someone else** –

- Tell an adult in school - teacher, teaching assistant, Head teacher, Deputy Head teacher, Well-being Ambassador
- Support the child by helping them get away from the situation
- Express that they don't like what is happening

If the bullying is happening to **you** –

- Tell a trusted adult either in school or at home
- Do not agree to keep the bullying a secret
- Use the class tell me box to write down your worries
- If you can see that a situation could be dangerous, keep away
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back – this often makes things worse.

### **What can a parent do?**

#### **If your child is being bullied –**

- Remain calm
- Find out the facts about what happened
- Talk to someone at school – this may be the Head Teacher, Class Teacher, Deputy Head Teacher, SENCO, learning mentor or another member of staff who knows your child well
- Reassure your child that they have done the right thing by talking about it
- Keep communicating with the school and show your support of the steps taken to help
- Understandably, you might be very angry with the child who has bullied your child, try not to show this to your child; the aim is always to teach children how to rebuild and repair relationships where this is possible

#### **If it possible your child is bullying other children –**

- Keep calm
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Deputy Head Teacher or Head Teacher
- Try to monitor where your child goes, who he or she plays with and supervise children when they are online
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the child they have bullied
- Monitor whether things improve or deteriorate.

### **What will the school do?**

There are 2 stages to our anti-bullying policy:

**Stage 1**-When an incident, which could lead to bullying is reported, the class teacher will investigate the incident reported and will follow the behaviour policy to address the behaviours. A stage 1 form will be completed and shared with the parents. This will be reviewed after an agreed amount of time and if no further incidents have occurred the issue will be considered resolved and the plan will stop.

**Stage 2**- If a further incident is reported involving the same children, the anti-bullying champion (Mrs Samuel) will be made aware, and an Anti-bullying action plan will be set up. This will include further advanced measures to support both pupils to ensure that the bullying behaviour stops. A review date will be set, and the champion will check in with parents to see if the issue has been resolved.

#### **Stage 1 procedures:**

- The incident will be fully investigated, and the behaviour policy followed
- Both the target of the bullying and the child who has bullied them will be made aware of the action taken
- Parents will be informed
- If the incident is found to be more of a friendship issue, steps will be taken to build friendships and improve relationships
- Education around an issue might be needed to ensure that the incident does

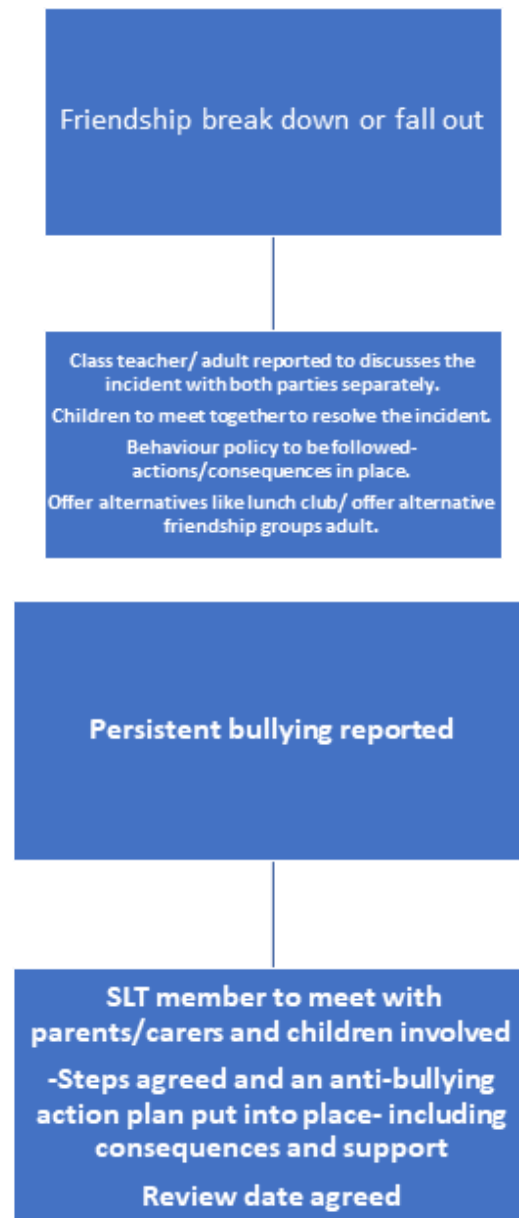
not happen again.

- Where logical consequences are needed, consequences will be decided on

**Stage 2 procedures:**

- Where persistent bullying is reported or observed, an action plan will be started with targets and support put in place for both the target of the bullying and the child who has carried out the bullying
- This action plan will be reviewed and discussed with parents after an agreed period of time.
- Where necessary, pupils may spend time apart at break and lunchtime and extra adult supervision will be put in place.
- After a 'cooling off' period, support and help to restore and rebuild relationships will be provided
- If appropriate, outside agencies will be involved, usually for persistent bullying behaviour.
- A restorative justice approach is used to help pupils take responsibility for their actions, repair relationships and develop appropriate skills to prevent further occurrences. Parents can learn more about this approach through the Anti Bullying Alliance Parent online module [here](#)

## St. Mary's Anti-bullying Flowchart





## PARENTAL CONCERNS, CHALLENGES... AND COMPLIMENTS

The Anti-bullying alliance encourages schools to be reflective about their approach. In order to help us improve our practice in preventing bullying, we welcome feedback from parents about our anti-bullying procedures and processes. We see the process of ending the effects of bullying behaviour as a continued conversation and working relationship with parents, pupils and staff. By engaging in a dialogue with us, we can ensure a consistent approach which can help improve the situation quickly. We are happy to be updated about how things are going both at home and at school so we can tailor our approach to support the unique situation being experienced. We understand that bullying is an issue which can be difficult for parents as well as pupils and there may be times when you feel that more could be done to support your child; if this should be the case, please inform the headteacher. We hope to work with you to solve any queries you may have but of course, the schools' complaints procedures are available.

### EVALUATING OUR POLICY

We will evaluate our anti-bullying policy using the following measures:

- The number of incidents that are monitored by senior staff over a given period.
- Pupils' perceptions of bullying in school through pupil interviews and Wellbeing Ambassador and Junior Leadership Team feedback.
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The number of parental challenges or compliments that we receive from parents.

### Reference Documents and Related Policy/Guidance

#### National Documents

- DfE – Preventing and Tackling Bullying – Advice for headteachers, staff and governing bodies
- DfE – Supporting children and young people who are bullied: advice for schools (Factsheet)
- DfE – Cyberbullying: advice for headteachers and school staff

Childnet International - Young People and Social Networking Sites: A guide for parents, carers and teachers about social networking sites.

**-Anti-Bullying Alliance Website- videos and training for both parents and teachers to support staff training and teaching**

### RELATED POLICIES

Our Anti-bullying Policy links with a number of other school policies:

- *The School's Wellbeing and Behaviour Policy*
- *Initio Trust policies –child on child abuse policy*
- *Keeping Children safe in Education*
- *Equal Opportunities Policy*
- *Racial Equality and Cultural Diversity Policy*
- *Child Protection Policy*

- *Complaints Policy*
- *E-Safety Policy*
- *SEND Policy*







## Appendices

### St. Mary's individual action plan

**Step 1: Initial Action Plan** The purpose of the step one action plan is to inform the class teacher of an incident between peers and to allow class-based measures/strategies to be put in place to prevent further incidents.

Date \_\_\_\_\_

1. Source of concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	

2. Location of incidents (tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
Other	

3. Type of Behaviour (tick relevant box(es)) \*

Physical Aggression		Intimidation	
Damage to Property		Malicious Gossip	
Isolation/Exclusion			
Name Calling		Other (specify)	

4. Has this been identified as a possible bullying concern? Yes/No

5. Brief Description of behaviour

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Details of actions taken

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Review date: \_\_\_\_\_

Signed \_\_\_\_\_ (Teacher) Date \_\_\_\_\_

Signed \_\_\_\_\_ (parent) Date \_\_\_\_\_

**Stage 2 : Step-up Action plan** The purpose of a stage 2 action plan is to enable SLT to h

**St. Mary's Anti-Bullying Stage 2 Individual action plan**

Name of pupil/s:		Date of meeting:	
Those in attendance at meeting:			
Views of pupils:		Views of parents:	
How concerned are you about this: 1 2 3 4 5 6 7 8 9 10		How concerned are you about this: 1 2 3 4 5 6 7 8 9 10	
Action points: (2-3 Three SMART targets for the school to implement and monitor)		Support in place for pupils	
Review date:			
Signed by:			

**St. Mary's class behaviour log**

<b>Date and time</b>	<b>Where? Where did the incident take place?</b>	<b>Description- What happened?</b>	<b>REVIEW What has changed now, have things got better, stayed the same or got worse?</b>	<b>How concerned are you about this:</b>
				Pupil: 1 2 3 4 5 6 7 8 9 10
				Pupil: 1 2 3 4 5 6 7 8 9 10



## Child's view

Who is involved?

What has happened?

How do you feel about this?

1 (not that worried) 2 3 4 5 6 7 8 9 10 (very worried)

Next Steps:

## Anti-bullying alliance supporting processes

The processes below are promoted by the anti-bullying alliance and underpin our anti-bullying policy and our systems.



Research undertaken in Finland by [Christina Salmivalli \(1996\)](#) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated.

As part of the education around bullying which we provide at St. Mary's, the children are made aware of the following roles within a bullying situation. Pupils at St. Mary's are set the superhero Upstander challenge where the children are encouraged to be upstanders who stand up to bullying behaviour.

