St James Church School

Anti-Bullying Policy

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1. INTRODUCTION:

Everyone at St James Church School has the right to feel welcome, secure and happy.

Our school ethos and vision support our aspiration to provide a safe, caring and friendly climate for learning for all our children to allow them to improve their life chances and help them maximise their potential. We also aim to create an inclusive environment for all children which openly discusses differences between people and celebrates diversity.



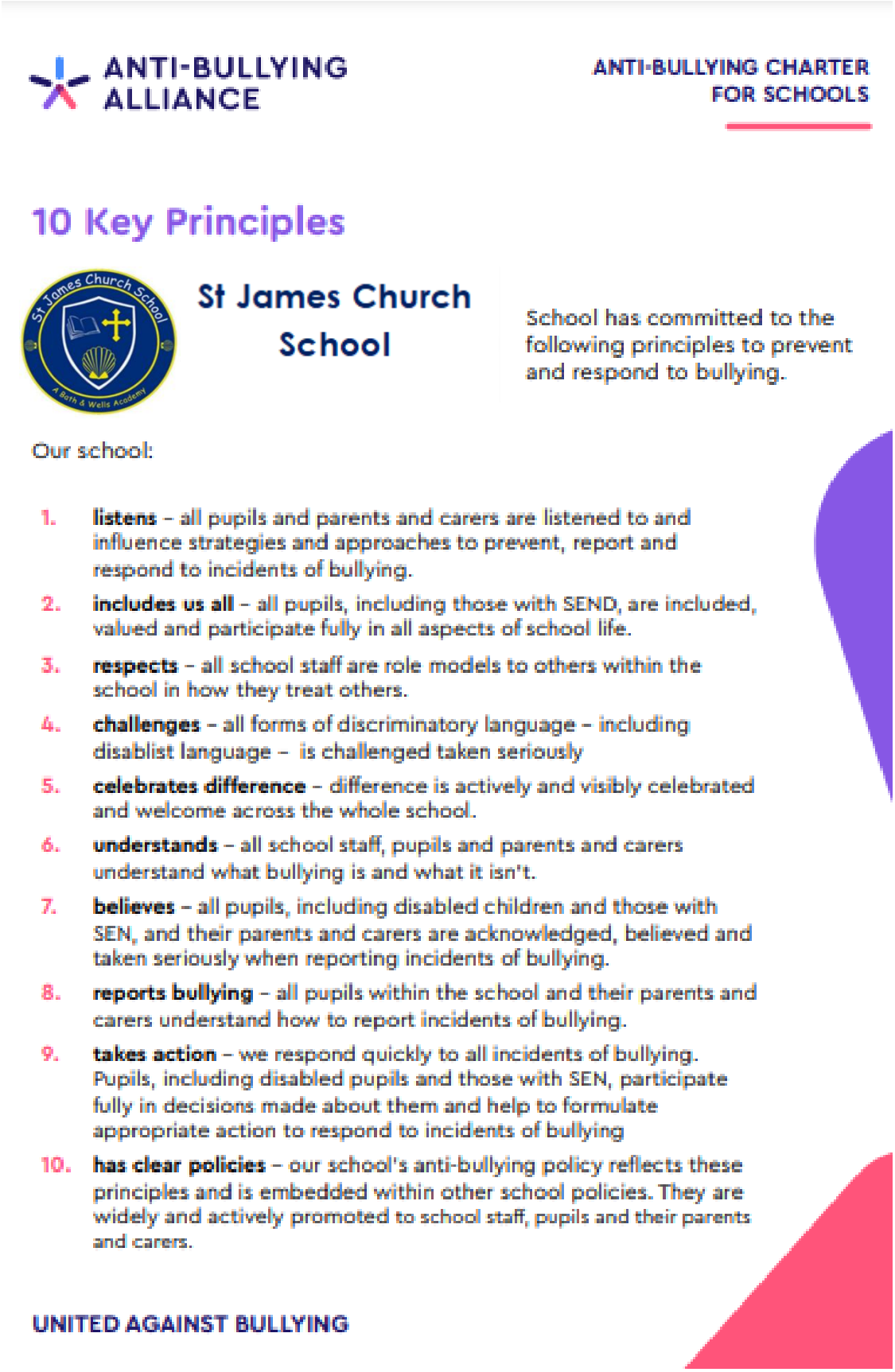
We expect children to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010 and Section 89 of the Education and Inspections Act 2006.

We are aware of our role within the local community supporting families and working with other agencies outside the school where appropriate

2. PRINCIPLES:

We are committed to the following principles to prevent and respond to bullying as identified by the Anti Bullying Alliance:



ANTI-BULLYING ALLIANCE

ANTI-BULLYING CHARTER FOR SCHOOLS

10 Key Principles

St James Church School

School has committed to the following principles to prevent and respond to bullying.

Our school:

1. **listens** – all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** – all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** – all school staff are role models to others within the school in how they treat others.
4. **challenges** – all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** – all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** – all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** – all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** – we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. **has clear policies** – our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

UNITED AGAINST BULLYING

3. AIMS AND OBJECTIVES:

We do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour we aim to prevent bullying. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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.

This policy was formulated in consultation with the whole school community with input from:

- Members of staff
- Governors
- Parents/carers through discussion in parent voice group
- Children and young people through the pupil voice groups

The policy is available online at https://www.stjamessch.co.uk/policies/ and from the School Office.

4. DEFINITION OF BULLYING AT ST JAMES:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

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

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the person being bullied to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the person being bullied might be in danger then intervention is urgently required.

5. BULLYING BEHAVIOURS:

What does bullying look like?
Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

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'.

Where does bullying take place?
Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Baiting:
Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter:
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits

- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Prejudice Related Language:
Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Cyberbullying:
The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways in which bullying may occur.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:
- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

6. WHY ARE CHILDREN BULLIED?

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Specific types of bullying include, but are not limited to:

Prejudice Related Bullying:
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

7. RESPONSES TO REPORTS OF BULLYING (BY STAFF):

Language is important:

We are careful in the language we use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

The process for all staff:

- Remain calm - you are in charge
- Take the incident or report seriously
- Reassure the child being bullied
- Find out as much as you can relating to the incident using the prompt sheet (Appendix 2)
- Take action as quickly as possible
- Think about whether action needs to be private or public. As a general rule we praise in public, restore in small groups and discuss outcomes individually
- Inform other adults and seek advice from SLT or the Class Teacher if you are unsure of how to investigate and act
- Offer concrete help and advice to the person being bullied
- Make it clear that St James does not approve of bullying behaviours
- Encourage the child that has been involved in bullying behaviour to see the other persons point of view
- Consult the school's Behaviour Procedures/Guidance with regard to outcomes
- Explain clearly the outcome or actions taken to the children involved
- Explain clearly what has happened, the outcome or action to the parents involved
- Record what happened and the action taken on CPOMS – this should involve scanning any associated forms completed
- Make clear to the person being bullied the actions needed should there be a repeat of the incident or worries about the person exhibiting bullying behaviour

Restorative justice:

At St James we encourage a restorative approach. When children are willing to and therefore understand how each other felt and the actions they took we think this will result in more positive effects. In cases of bullying this can be particularly helpful. However, we also need to be mindful that some children may feel intimidated by this in cases where bullying may have occurred.

- Before any restorative meeting talk to each child individually. Ask them to fill in the St James reflection sheet.

- Then explain the purpose of the meeting to each child.

- Staff leading the meeting should facilitate the children to do the following: (The St James reflection sheet may be used as a prompt)

  - What has happened?
  - Who was involved?
  - How it made each other feel?
  - What should happen next?
  - What should happen if it happens again?

8. WHAT HAPPENS WHEN BULLYING IS REPEATED DESPITE THE RESTORATIVE APPROACHES TAKEN ABOVE?

When a child has not responded to a restorative approach as outlined above it may be judged by the Class Teacher and /or Senior Leadership Team that its is appropriate for a sanction to highlight the unacceptable behaviour based on the severity and repeated nature of the incident/s.

This could be

- A lunchtime or after school detention
- An internal isolation period (Senior Leadership Team only)
- A fixed term exclusion (Headteacher only)
- A permanent exclusion (Headteacher only)

9. HOW IS BULLYING REPORTED?

Initially the bullying will be reported to the class teacher.

The views of the young person who is being bullied must be taken seriously. We always take the perceptions and feelings of the young person being bullied as the starting point.

Bullying Report Form:
We have a specific form which is used to investigate bullying using the format recommended by the Antibullying Alliance. This was developed with children from St James who chose the format.
See Appendix 2.

St James Website:
We have a page on our website which is all about Antibullying. https://st-james-church.secure-primarysite.net/antibullying/

To staff by children directly:

In each classroom we have an additional way of reporting worries. Children are aware of this and we regularly remind children of how to raise a worry of any kind appropriate to their age.

This may be verbally at first with a trusted adult. The adult must then take the time to investigate the report using the Bullying Reporting Form (Appendix 2)

To staff by parents:

Parents may report initial concerns to teachers using Class Dojo or in person.

Staff should take the concern seriously and either complete the form together with the trusted adult or ask them to fill it in at home. This can be helpful as the child and adult may be upset at the time and allowing time to complete the form may help to record the incident/concern/incidents logically.

10. EDUCATION TO HELP PREVENT BULLYING:

THE SCHOOL P.S.H.E. & CITIZENSHIP PROGRAMME (JIGSAW): contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others.

Jigsaw has a cyclical approach to PSHE. Antibullying is specifically covered by all children in depth in Unit 2 – Celebrating difference once per year. However, elements are continuously revisited throughout the year.

Each Monday morning a session has been allocated in all timetables where teachers can be responsive to the pastoral needs of individual cohorts, this may include teaching about issues such as antibullying, friendships, conflict resolution and kindness.

ASSEMBLIES AND COLLECTIVE WORSHIP - Our collective worship themes raise awareness of bullying and also teach other key values. Our school values are as follows:



Each half term we focus on one of these values as part of our collective worship timetable.

NSPCC – On a two-yearly cycle, we have visits from the NSPCC who work across both key stages to highlight ways to tackle bullying.

Reactive programmes for vulnerable groups or groups involved in bullying:

For example:

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work
- ELSA

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers:

- Parent groups
- Parent information events/ information-on the school website

Support for all school staff:

▪ Staff training and development for all staff including those involved in lunchtime and before and after school activities

▪ Encouraging all staff to model expected behaviour

Bullying is a whole school issue.

By involving Governors, Teachers, Education Support Staff, Parents, Pupil Voice Groups and Pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem. Publicity is one area that can help and could include:

- Posters: Pupils and teachers can both become involved in creating posters to display around school.
- Childline, telephone helpline number will be displayed.
- Childline – 0800 1111 (open 24hrs)
- Leaflets: these can be displayed around the school and/or sent home.
- Kindness Week (Antibullying Week)
- By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and Parents to understand what bullying is and how to report concerns.

11. ROLES AND RESPONSIBILITIES:

Governors:

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the staff (Responsibility with the Leadership Teams) keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Headteacher:

It is the responsibility of the Headteacher 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 deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

All employees and adults:

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the headteacher and behaviour manager.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Mid-Day Supervisors and other adults inform class teachers of any concerns. Teachers will consult the Senior Leadership Team, who will inform the child's parents.

Incidents which are considered to be of a bullying nature are recorded on incident sheets (see appendix 2). Where Parents contact school to make allegations of bullying, a Parent can complete the Bullying Report Form or alongside a member of staff, notes made to record the conversation and actions to be recorded on CPOMS.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and consequence for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies for support.

Adults attend training, which enables them to become equipped to deal with incidents of bullying.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. We promote difference and diversity so that children understand the being different is ok.

Parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents may be asked to complete a Bullying Report Form with their child to get the exact details of the incident/s.

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.

12. Links with other policies:

Policy	**Why**
Relationships Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

13. MONITORING and REVIEW:

This policy is monitored on a day-to-day basis by the Headteacher and Leadership Team who report to governors about the effectiveness of the policy on request. This Anti-bullying Policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's Anti-bullying Logbook (CPOMS), and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix 1 – Anti - Bullying Alliance principles:

ANTI-BULLYING ALLIANCE

ANTI-BULLYING CHARTER FOR SCHOOLS

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UNITED AGAINST BULLYING

Appendix 2 – St James Bullying Report form:

St James Church School

Bullying Report Form

Name of child: ……

Name of class teacher …….. Date ……..

Name of adult helping to fill the form in ……

Bullying is … 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

This form is best filled in with the support of an adult – this could be a member of staff or a parent.

Exactly where and when did the bullying take place?	
Were there any other young people around at the time?	
Was there an adult around at the time?	
Do you know the names of the people who bullied you?	
What were you doing before the incident took place?	
Can you remember exactly what happened or what was said?	
What happened next?	

Has this happened before?	
How did it make you feel?	
What would you like to happen now?	



Appendix 3 – Useful weblinks for more information:

Useful links and supporting organisations:

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

• The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-

0-to-25 Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis 12 Theeducationpeople.org

• DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

• Anne Frank Trust: www.annefrank.org.uk • Kick it Out: www.kickitout.org • Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org • Tell Mama:www.tellmamauk.org • Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: www.srtrc.org/educational

LGBT

• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk

• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters

• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying