St Barnabas CE Primary School
Anti-Bullying Policy

Date of policy: January 2022
Date of review: January 2024
Person Responsible: K Boardman

> **'Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.'**
>
> **Our core values of creativity, courage and compassion underpin our vision.**
>
> *'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind.* **1 Thessalonians 5:11**
>
> **The link with Saint Barnabas the Encourager is at the heart of our vision (Acts of the Apostles)**

STATEMENT OF INTENT:

At St Barnabas C of E Primary School children are taught about the values, attitudes and skills which foster mutual respect and caring towards others, creating an effective and caring school. Our vision statement is at the heart of St Barnabas C of E Primary School and is the basis for all of our policies. Bullying of any kind is unacceptable at our school.

Everyone within our school has the right to feel safe, valued and protected and to be treated with respect and dignity.

What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. The main types of bullying are:

Physical bullying: intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.

Emotional bullying: intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.

Cyber-bullying: any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.

Verbal bullying: intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.

Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

It may also involve different types of discrimination: (see definitions in Appendix 1)

- Sexism

- Racism
- Homophobia, Biphobia & Transphobia
- Religious discrimination
- Disabilist discrimination
- Class discrimination

It is not bullying when:

- there is no intention to hurt or harm i.e. behaviour is thoughtless or accidental;
- pupils are misbehaving/responding/reacting to one another in retaliation (although this is not bullying, the misbehaviour is serious and will be dealt with immediately in school);
- there is a one off fight/argument between pupils of equal stature or strength;
- there is a good reason why others cannot be included in a group activity;
- a pupil is called a nickname with which she/he is happy.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

If bullying, or cyber-bullying does occur, all pupils should feel empowered to report it and know that incidents will be dealt with promptly and effectively.

Aims and objectives of the anti-bullying policy:

- All Governors, staff, parents and children should understand what bullying is.
- All Governors and staff should know what the school's anti-bullying policy is and follow it when bullying is reported.
- All pupils and parents should be aware of the procedures to follow in the School's anti-bullying policy.
- As a school we take bullying very seriously. Pupils and parents know that they will be fully supported when bullying is reported.
- Bullying and discrimination will not be tolerated. It is our responsibility to ensure that when it occurs any incident of bullying is dealt with in line with this policy.

Involvement of parents/carers:

We encourage parents to let us know if they think that their child is being bullied at school.

If bullying is taking place, we meet with parents and jointly agree measures to attempt to solve the problem. The aim of the meetings is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the victim.

We will ensure that:

- Parents are clear about the joint problem solving focus.
- Parents' right to express their opinion is respected and they have an opportunity to have their say.
- The meeting is purposeful and ends on a positive note.

Prevention of bullying incidents at school:

There are many opportunities for children to develop their understanding of bullying and share their experiences, which is a strong preventative measure for bullying.

We ensure that all children are aware of the behaviour classed as bullying and this is updated frequently through assemblies, school values and PSHE integrated within the curriculum. In addition, we hold an anti-bullying and e-safety focus week each year.

Children are encouraged to 'tell' if they are being bullied.

If bullying occurs:

- A secure environment is provided in which incidents can be reported confidently.
- The bullying behaviour is investigated and the bullying will be stopped quickly
- Incidents will be reported to the Senior Leadership Team (SLT)
- A log is kept of bullying incidents (including the date of the incident/s and the response
- The pupil who has been bullied is made to feel safe and treated in a respectful manner
- All pupils are made aware/shown that bullying is taken seriously.
- The school will protect and support all parties involved.
- The person who has bullied will be encouraged to behave in an acceptable way (refer to behaviour policy)
- The bully/bullies will receive support to change their behaviour (e.g. ELSA, Teachers and Behaviour Support Team if necessary)
- All incidents will be followed up and monitored.

Staff support and training:

- The school will ensure that all staff receive training on the implementation of this policy.
- New staff induction will include policy awareness.

Assessment, monitoring, evaluation and reviewing:

This policy is reviewed on an annual basis by SLT and Governors

The monitoring of the effectiveness of the policy will be undertaken in a variety of ways including:

- Regular reviews of the bullying log
- Review of the effectiveness of interventions
- Annual school questionnaire for children with follow up for specific children
- Annual questionnaire for parents
- School Council review
- Pupil focus group discussions with the SLT / Governors

Links to other policies

This anti-bullying policy should be read in conjunction with the following policies:

- Behaviour Policy
- SEN and Inclusion
- Single Equality Scheme
- Safeguarding Complaints / Parental Concerns

External support:

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Kidscape – www.kidscape.org.uk

NSPCC - http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-andcyberbullying/

Bullying Online – www.bullying.co.uk

Cyberbullying.org – www.cyberbullying.org

BBC Parental Guidance on Cyber bullying -http://www.bbc.co.uk/schools/parents/cyber_bullying

Childline – 0800 1111   https://www.childline.org.uk/

Appendix 1

Types of Discrimination

Racism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.

Sexism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.

HBT (Homophobia, Biphobia & Transphobia): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

Religious discrimination: valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

Disablist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

Class discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.