

# The Federation of St John's and St Paul's Whitechapel CE

## ANTI BULLYING POLICY

### Introduction

St. John's and St Paul's CE Primary Schools are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The Anti-Bullying Policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is always unacceptable. Everyone has a right to be treated with respect; no one deserves to be the victim of bullying
- All bullying behaviour is taken seriously, this includes subtle acts which can build up for individuals over time, eroding self-esteem and creating unhappiness or a climate of fear.
- If bullying occurs, children should feel able to speak about it and be confident that any incidents will be dealt with quickly and effectively.
- Anyone who knows that bullying is taking place is expected to report it to a member of staff.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with our Christian values and desire to prepare children for life in an inclusive society. This includes incorporating an acceptance of, and valuing, difference, the need to manage difficult individuals and the role of forgiveness. The school avoids labelling pupils as either 'victims' or 'bullies'.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared values, it is our aim that in the resolution of incidents pupils should wherever possible be reconciled.

### Definition

The following 3 dimensions collectively help us to define bullying behaviour:

*1. Bullying is intentionally hurtful.*

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

*2. Bullying is a repeated experience.*

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that projects beyond that initial incident.

*3. Bullying involves an inequality of power.*

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bully behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/ stronger/ older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

### Examples of bullying include:

Verbal	mimicking, putting people down, saying horrid things about family, clothes or appearance, name-calling, anonymous notes and texts, blackmail, and deliberately embarrassing or humiliating others
Physical	hitting, pushing, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion
Indirect	spreading rumours, isolation, exclusion and getting others to be hurtful or unkind
Psychological	intimidation, threats and looks to make another child feel uncomfortable or fearful

Discriminatory	racist or homophobic remarks, teasing about sexuality or disability
Cyber	using a computer, mobile phone or similar device to deliberately upset or embarrass another person. This is usually done through social media.

The following are examples of hurtful behaviour which might not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved.
- Children may retaliate against the hurtful behaviour of others.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional.

### **What happens if bullying is discovered?**

#### *Procedure*

Any bullying incident should be reported to a member of school staff.

All incidents of bullying will be taken seriously. The perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident. Incidents will be resolved in age-appropriate ways and those who have been bullied have a right to know that action has been taken.

Initial incidents of bullying behaviour must be reported to, and will be dealt with by, the class teacher. The incident must be recorded on CPOMS and reported to the Headteacher, who should also be kept informed of the action taken.

Parents should be informed and will be asked to come into a meeting to discuss the problem. The school may arrange a meeting for both bullied child and child accused of bullying along with their parents / carers, with a mediator to try to resolve the situation.

It is important that the child doing the bullying receives a sanction. This will enable everyone to understand that bullying is serious. The school will also provide support to the child for whom so that they can understand their feelings and change their behaviour.

Any follow up and monitoring will be undertaken by the class teacher, whilst keeping the Headteacher informed, even if it is felt that the matter has been resolved.

If the behaviour dealt with by class teachers continues it will be referred to the Headteacher. If necessary and appropriate, police will be consulted by the Headteacher.

A referral may be made to the Inclusion Team, which includes our Place2be school project manager, when children have experienced bullying or are considered to be vulnerable.

Persistent bullying, after support and counselling, could result in fixed term or, as a last resort, permanent exclusion.

CPOMS alerts will be used to share concerns about pupils, so that staff are aware of the behaviour and the vulnerability of individuals.

#### *Speed of response*

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, the school may need to take time in order to investigate, respond to and resolve incidents appropriately.

#### *Educative and restorative justice*

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others. The reasons for their behaviour will be explored and they will be expected to improve and change. It should be remembered that there is no typical "bully". Many children may use bullying behaviours from time to time.

The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all.

It is important that pupils who have been the targets of bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others.

### **Strategies for preventing bullying**

All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children. The role of staff, including midday supervisors and teaching assistants, in responding to hurtful behaviour is made clear to them as part of their induction.

All incidents considered to be bullying (as defined above) are recorded on CPOMS and monitored. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

Children's concerns are our concerns; children are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns through the Place2talk box.

The school's Behaviour Policy details the behaviour standards set within the school. It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Assemblies are used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message.

Activities across the curriculum (largely in PSHE and R.E.) aim to develop pupils' understanding of bullying and this includes key Christian values, such as respect and forgiveness.

Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour.

In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour.

Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour which raises concern.

### **The role and involvement of pupils**

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives.

All pupils will be supported in develop appropriate witness behaviour and to show concern for others across the school community.

Pupils will be encouraged to develop their resilience and problem solving strategies in the face of hurtful behaviour through PSHE and circle time.

Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time', and pupils are encouraged to report incidents to adults including Place2talk.

Pupils must be made aware of the seriousness of making false reports.

From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

### **The role and involvement of parents**

Parents have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership. To this end it is included in the Home School Agreement.

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If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the head teacher as soon as possible.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise.

While we recognise that parents who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately.

The best place to resolve conflicts between children is in school, where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

**The role and involvement of governors**

The governing body supports the head teacher in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the governing body to monitor and review the anti-bullying policy and its effectiveness.

Governors require the head teacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.

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