Anti-bullying Policy
Aston All Saints C of E Primary School
A school in the Diocese of Sheffield Academy Trust

Date of policy – September 2022

Date of review – September 2023

Vision and Values

All children at All Saints will have a rich and positive experience of Christian community, becoming confident, resilient, resourceful individuals with a lifelong love of learning and a curiosity of the world around them.

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

[Related policies – e.g. Behaviour Policy/Equality Policy, children's version of Behaviour and Anti Bullying policies]

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator,
the target and the whole school community and its secure and happy environment.
The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

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Bullying can be based on any of the following things:
- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Impact of Bullying

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Poor school attendance
- Feelings of guilt
- Long term mental health difficulties

Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

Reporting – roles and responsibilities

The role of governors

The governing body support the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place 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 head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of all school behaviour policies.

The role of the head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support staff) 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 Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher or member of the leadership team, may decide to use assembly as a forum in which to discuss issues and through the use of story, deepen the children's understanding of why certain behaviours are acceptable. A "child friendly" policy has also been written and is an annual agenda item for the school council.

The Head Teacher ensures that all staff are supported to enable them to deal with all incidents of bullying.

The Head Teacher 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.

The role of all adults employed at our school

All staff have a duty to challenge bullying, including HBT bullying and language, to report bullying, to be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
Everyone in our school takes all forms of bullying seriously and intervenes to prevent incidents from taking place.

If members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied or upset by another child, following a full investigation of the incident(s), the Head Teacher or class teacher informs the child's parents so that we can work together to solve any problems.

All adults in school attempt to support all children 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.

The role of children

Staff in school make it clear that children should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it. Should any incident occur, children will be invited to discuss their concerns with an adult in school and with other children involved in any incident.
Children will be made aware if parents are to be informed, either by telephone, a meeting or by letter.

Any whole school issues for example, playground behaviour, school Code of Conduct may also be raised at school council meetings, to enable the children in school to have a voice about policy and practice in school.

As part of the ICT curriculum, the children are taught about internet safety and related topics eg cyber bullying – all such lessons are age appropriate and in line with local and national guidance

The role of parents
Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying to staff in school.

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; there is always someone available to discuss their concerns. If the class teacher is not available, then the Head Teacher or a member of the leadership team, would be happy to listen to their concerns.

School ensures that parents are kept up to date with internet safety issues including the dangers of cyber bullying and in appropriate use of social networking sites. This is through leaflets, letters and where possible meetings/workshops in school.

Responding to bullying
When bullying has been reported, the following actions will be taken:
1. Staff will record the bullying on an incident reporting form and also record the incident centrally – records held in the school office
2. Designated school staff will monitor incident reporting forms and information recorded and analyse the results.
3. Designated school staff will produce termly reports summarising the information which the head teacher will report to the governing body.
4. Support will be offered to the target of the bullying by staff in school; this could be the class teacher, a teaching assistant or a member of the leadership team
5. Staff will proactively respond to the bully who may require support from staff in school; this could be the class teacher, a teaching assistant or a member of the leadership team
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school. This may also involve reporting to the Diocese of Sheffield Academy Trust of which Aston C of E is a member.

If any cases of bullying or misbehaviour occur, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. We spend time talking to all the children involved in the incident; 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 or upsetting other children, 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 Head Teacher may contact external support agencies. On any occasion where external support is sought, parents are kept fully informed and invited to any review meetings.

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 school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside if school and report and respond according to their responsibilities outlined in this policy.

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 and monitored on [the incident log, SIMS or other school databases] 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 informal mechanisms such as a classroom log.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those
targeted. All prejudice based incidents are taken seriously and recorded and monitors in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

School strategies to prevent and tackle
bullying

We use a range of measures to prevent and tackle bullying
including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. Children would report this to any adult in school who would ensure that action was taken by key members of staff
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups eg through school council
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Monitoring the policy
The head teacher is responsible for monitoring the policy on a day-to-day basis. The head teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing
The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:
Head teacher signed: _____

Date: _____

Bullying and prejudice related incidents report form

Date completing form:

_____

Name of staff:

_____

Email address of staff:

_____

After completion this form needs to be handed to: The Head Teacher

Section 2: Details of incident
If you are unsure of the category (for example whether it is homophobic or biphobic
bullying) then you can tick all that you think may apply and simply explain the details.

o **Bullying**   o **Prejudice related incident**

Nature of incident: *Tick all that apply*

o Physical (e.g. hitting, kicking, pushing or
inappropriate/unwanted physical contact)

o Verbal (e.g. name calling, ridicule, comments)

o Cyber (e.g. messaging, social media, email)

o Emotional/indirect/segregation (e.g. excluding someone,
spreading rumours)

o Visual/written (e.g. graffiti, gestures, wearing racist insignia)

o Damage to personal property

o Threat with a weapon

o Theft or extortion

o Persistent Bullying

Form of bullying or incident: *Tick all that apply*

o Race – racist bullying

o Sexual orientation – homophobic

o Sexual orientation – biphobic

o Special educational needs (SEN) or Disability

o Culture or class

o Gender identity – transphobic

o Gender – sexist bullying

o Appearance or health conditions

o Religion or Belief related

o Related to home or other personal circumstances

o Other or non-specific

Include a summary of the incident with any witness statements. Provide the name of the child/children involved and which class they are.

What action has been taken?

Does any further action need to be taken?