


ANTI-BULLYING POLICY

This policy is informed by the Christian values that are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

St Matthew's CE Primary

Date agreed by LGB	Review Date	Chair of LGB
Summer 21	Summer 24	

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Aims and purpose of the policy

At St Matthew's, we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats one another with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all instances of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote Christian values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, and involves a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Some factors that can make people vulnerable:

Children and young people who are at most increased risk of causing harm (the harmer/perpetrator) or being harmed (the harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children);
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups;
- have specific special educational needs (especially on the autistic spectrum);
- have a disability or impairment;
- are from minority ethnic backgrounds;
- are refugees or asylum seekers;
- start a school or activity group midterm;
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender;
- speak a first language other than English;
- are young carers;
- have suffered bereavement;
- have suffered domestic violence;
- have experienced physical or emotional trauma;
- have a parent that was a victim of bullying;
- experienced poverty or deprivation.

Methods of bullying

There are a number of bullying behaviours that can be summarised as:

- **physical aggression** – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods;
- **verbal** – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care;
- **non-verbal** – staring, body language, gestures;
- **indirect** – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures;
- **cyber** – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm) and nasty inbox messages;
- **parental incitement.**

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the police or social care.

Types of bullying

There are various types of bullying which can be summarised as the following:

- **racist or faith-based** – name calling, derogatory assumptions of generalisations about race, culture, religious faiths and beliefs;
- **sexual orientation** - homophobic, transgender, transphobic or biphobic – based on an actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning a person about another, graffiti, etc;
- **appearance** - based on weight, height, hair colour, unusual physical features, etc;
- **sexual** – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated;
- **disability** – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving of a wheelchair), laughing at a difficulty;
- **health** – based on physical or mental conditions;
- **income-based** – aimed at those living on a low income;
- **caring responsibilities** – name calling, negative assumptions/ misunderstandings about young carers;
- relating to **home or personal** situation.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on the school's central incident reporting system, CPOMS. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Possible indicators of bullying

We recognise that the following behaviours may suggest someone is being bullied:

- disturbed sleep;
- bed-wetting;
- head and stomach aches;
- problems with concentration;
- changes in behaviour and attitude;
- truanting;
- bullying other children;
- damaged or missing clothes / money / property;
- asking for more money than usual or stealing money;
- withdrawn or changes in their usual behaviour patterns or attitude;
- distressed or emotional and finds it hard to articulate their feelings;
- changes in their eating patterns;
- changes in their online activity;
- shows evidence of self-harming or even, for extreme cases, potential suicide;
- is unusually tired without a reasonable explanation;
- has unexplained bruises or marks on their body, (some may refuse to change for PE);

- repeatedly comes to school without dinner money or a packed lunch;
- seems afraid to be alone and requires more adult interaction.

Preventing bullying

We will ensure that:

- all members of the school community feel listened to and valued through the integration of restorative approaches in all areas of school life;
- all children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders;
- a climate exists where bullying and violence are not tolerated;
- peer support systems to prevent and respond to bullying are developed;
- safe play/social areas are promoted;
- our site is regularly audited to ensure that children feel safe, especially in known vulnerable areas;
- ensure that staff model positive relationships at all times;
- all staff are trained to identify and address bullying.

Dealing with an incident

When bullying has been reported, the following actions will be taken:

- staff will investigate and record the bullying on the school's incident reporting form and also record the incident centrally on the school's central reporting system, CPOMS;
- designated school staff will monitor incident reporting forms and information recorded on CPOMS and will analyse and evaluate the results;
- designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body;
- support will be offered to the victim with the child's class teacher or the learning mentor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe;
- staff will assess whether any other services (such as police or the local authority) need to be involved, particularly when actions take place outside of school. They will be assured that the bullying is not their fault – this may involve a restorative meeting;
- staff will proactively respond to the perpetrator/bully, who may require support. They will then devise an action plan with the class teacher;
- staff will decide whether to inform parents or carers and, where necessary, involve them in any plans of action;
- staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

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

Recording and reporting

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the headteacher's report.

All staff will use the agreed reporting format to alert the headteacher/designated SLT member of any bullying-related incidents.

Monitoring and evaluation

We will check through pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in the following areas:

- being heard;
- being able to report bullying and get help;
- being confident in the school's ability to deal with the bullying;
- being aware that steps are taken to make them feel safe again;
- being helped to rebuild confidence and resilience;
- being aware of how they can get support from others.

Our school community will:

- work with staff, pupils and parents/carers to create a school community where bullying is not accepted;
- discuss, monitor and review our anti-bullying policy every two years;
- keep a high profile in and around school to prevent bullying behaviours developing;
- support staff to promote positive relationships, identify and tackle bullying appropriately;
- investigate incidents of bullying and take action where necessary, supporting all individuals involved at all times;
- ensure that pupils are aware that all bullying concerns are dealt with sensitively and effectively so that pupils feel safe to learn and abide by the anti-bullying policy;
- report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy;
- learn and share good practice and utilise the support of the local authority and other agencies where appropriate.

Links to other school policies

This anti-bullying policy links to a range of policies/strategies, including:

- Equalities and Diversity policy;
- Behaviour policy;
- PSHE/RSHE policy;
- E-Safety policy;
- Safeguarding policy.

Appendix 1 - A self-review tool for challenging bullying in schools



A self review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means; including linking to 'comfortable feelings' or 'uncomfortable feelings'.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self-review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Individual group Anti-bullying Audit

Group:
Teacher:
Date:

Area of Concern	Reasons given for concern



Whole school anti-bullying audit and plan

School:

Antibullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

Anti-bullying checklist for schools–

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic & transphobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governors in our school are aware of incidents via reports from the HT					
Our school includes restorative					

approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the harmer and harmed is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) <ul style="list-style-type: none"> • Delivering SEAL • PSHE • Assemblies • Building and maintaining healthy relationships • Managing conflict 					
Our commitment to the anti-bullying agenda is visible to our whole school community, for example: <ul style="list-style-type: none"> • The website • Posters displayed around school • References in newsletter • Anti-bullying charter 					
Participate in national programmes eg: Anti-Bullying week.					