

# St John's Church of England School, Stanmore



## ANTI-BULLYING POLICY

**Review date:** November 2023  
**Next review date:** November 2025

### **UNCRC Article 19:**

Children have the right to be protected from being hurt and maltreated in body and mind.

### **Vision**

**'.....I can do everything through Christ who gives me strength'. Phil 4:13.**

Our ethos is deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish.

'We make a difference'

### **Core Values**

**Faith** – Is being sure of what we hope for and certain of what we do not see.

**Strength** – Faith is God presents us with the strength to build and progress in our life and the lives of others.

**Compassion** – We are fair, we care and show understanding towards others.

**Wisdom** – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

**Hope** – Coping wisely with situations that will help guide us into fulfilling our aspirations.

### **Statement of Aims**

***We are a Christian School working together to inspire and empower each child to lead a happy and fulfilling life.***

**We:-**

- **Work together and be the best we can.**
- **Care for and support one another.**
- **Respect and value one another and the environment.**

Our aims are to work together and be the best we can; to care for and support one another and to respect and value one another and the environment.

## **Statement of Intent**

St John's Church of England school is committed to provide a safe, positive, valuing and inclusive environment for pupils so that they can learn in a relaxed and secure atmosphere. At St John's we have a zero tolerance policy towards bullying.

We regard the introduction of this policy as a preventative measure and it has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))

If bullying incidents occur, pupils are expected to tell an adult and know that incidents will be dealt with promptly and effectively.

### **Legal Framework**

This policy has due regard to legislation including, but not limited to, the following:

- The most recent Keeping Children Safe in Education (KCSiE)
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- E-safety Policy
- Child-on-child abuse policy

## **Aims**

Schools have a responsibility to respond promptly and effectively to issues of bullying and to raise levels of consciousness and understanding so that:

- everyone in the school community feels responsible for dealing with bullying;
- victims feel protected and supported;
- those engaged in bullying are encouraged to change their beliefs about bullying as well as their actual behaviour;
- everyone is aware of the Anti-Bullying Policy and related policies e.g. Behaviour Policy and Child-on-child abuse policy
- procedures for dealing with incidents will be consistently and fairly applied by all members of the school community;

## **Objectives of this policy**

Governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is and how to follow up any report of bullying;

All pupils and parents will know that the school does not tolerate bullying;

Pupils and parents should be assured that they will be supported when bullying is reported.

## What is bullying?

- The **wilful and persistent**, conscious desire to hurt, threaten or frighten someone;
- Behaviour which is **unprovoked** and can occur **over time**; long periods or short periods of time;
- Takes **many forms** and can include: physical hitting and kicking, hiding belongings, verbal name-calling, insults, racist remarks, spreading untrue stories, excluding someone from a social group;

In line with the safeguarding policy and Keeping Children Safe in Education (KCSiE), we adopt a “it can happen here” attitude and as a team, work proactively to support children who believe they have witness or experienced bullying.

We are clear that there are many types of unkind behaviour but that bullying is deliberate and is repeated over time. The acronym **STOP** is used to help children identify bullying:

Several • Times • On • Purpose

We are a Rights Respecting school, Article 12 states that children have a right to be listened to and we encourage our children to ‘Speak Out in order to Stay Safe’. This means that anyone who knows that bullying is happening is expected to tell the staff. Children are encouraged to talk to a trusted adult at school or at home and to know that their concerns will be taken seriously.

We help children learn that bullying can be:

|                     |                                                                                                                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional           | Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).                                                                                                                  |
| Physical            | Pushing, kicking, hitting, punching or any use of violence                                                                                                                                          |
| Racist              | Racial taunts, graffiti, gestures, name calling, belittling                                                                                                                                         |
| Sexual              | Unwanted physical contact or sexually abusive comment                                                                                                                                               |
| Homo/bi/tran phobic | Name calling, belittling, gestures, “put –downs”,                                                                                                                                                   |
| Verbal              | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                   |
| Prejudice related   | Name calling, choosing not to sit or work with, making prejudiced and generalist and frequent statements –aiming to belittle others                                                                 |
| Verbal              | Name-calling, sarcasm, spreading rumours, teasing.                                                                                                                                                  |
| Cyber/IT            | All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities                   |
| Religious           | Name –calling, derogatory comments about a faith and their practices                                                                                                                                |
| Sexist              | Sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours. |

We also acknowledge bullying can be very subtle and very occasionally subconscious and can occur anywhere. Sometimes pupils need help to recognise their behaviour has been bullying in nature. We avoid a punitive approach in exploring bullying referrals and aim for restorative measures.

It must, therefore, be the aim of the school to become ‘bully-free’. This document provides a framework for achieving this aim.

## **Prevention and Supporting through the curriculum:**

At St John's we use a variety of methods to support children in preventing and understanding the consequences of bullying. We do this through modelling and promoting School values such as respect and co-operative behaviour through PSHCE lessons, circle time and assemblies. The following methods are in place for helping children to be aware of and prevent bullying:

- Our school values and ethos,
- Through our Anti-Bullying and Behaviour policies
- Through our PSHE Scheme of Work and Mindfulness Curriculum
- Through our Right Respecting Curriculum, children are aware of their right and their responsibilities.
- Through Acts of Worship which closely support and guide appropriate and caring behaviour for everyone
- Through established Class Charters which are regularly revisited during class
- Through the use of the 'SPACE' counselling drop-in service
- Through our annual e-safety learning
- Through the work of the School Council, Right Respecting Ambassadors
- Through whole school initiative such as Anti-Bullying week, pupil surveys and questionnaires.
- Through the use of playground buddies

## **Strategies for the prevention of bullying and promotion of anti-bullying behaviour:**

- Foster an atmosphere, which promotes the development of a positive self-image;
- Practices are underpinned by the belief that everyone, adults and children alike, are entitled to mutual respect, courtesy and consideration within a caring, supportive and safe environment;
- Create a positive school ethos through the consistent implementation of our School Behaviour Policy and underpinned by our Core Values and Code of Conduct.
- Teach respect for diversity and acceptance of different cultures, religions and lifestyles;
- Update staff and pupils in connection with how latest technology can be potentially used for bullying;
- Recognise that bullying may also take place between and by adults in the school.

## **Identification of child-on-child bullying**

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. The most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility and should be investigated. If a pupil:

- Is frightened of walking to or from school or changes their usual routine;
- Is unwilling to go to school (school phobic), feels ill in the morning or has erratic attendance;
- Is reluctant to go out to play and/or has sudden changes in friendship groups;
- Is isolated in the playground, dining-room or during games etc;

- Becomes withdrawn, anxious, or lacking in confidence;
- Becomes aggressive, disruptive or unreasonable;
- Begins to do poorly in school work;
- Has possessions which are damaged or "go missing";
- Asks for money or starts stealing money or has money continually "lost";
- Has unexplained cuts or bruises;
- Is bullying other children or siblings;
- Is frightened to say what's wrong;
- Shows physical signs of distress (stops eating, starts stammering, starts bed-wetting, cries themselves to sleep or has nightmares);
- Is afraid to use the internet or mobile phone;
- Is nervous and jumpy when a cyber message is received;
- Gives improbable excuses for any of the above;

Further information can be found in the child-on-child abuse policy.

### **Procedures for children who are bullied:**

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 4-step approach. This approach (detailed below) should be taught to the children in assemblies, circle time and appropriate lessons within the curriculum.

- Step 1:** Ignore and walk away  
**Step 2:** Ask the child to "Stop it" firmly  
**Step 3:** Say firmly, "I don't like it when you do that" and walk away  
**Step 4:** Tell

The child should then tell the class teacher, mid-day supervisor or adult in charge so that they can continue with the procedures as set out in this document.

### **Procedures for staff when dealing with bullying incidents (including cyber bullying):**

- Listen to the child who comes to you as the victim;
- Make notes and/or ask the child to write down what happened or is continuing to happen;
- Talk to the alleged perpetrator/s;
- Talk to anyone who witnessed the behaviour;
- A shared action plan is developed with the staff member and instigator and decision made as to further procedures;
- Behaviour carefully logged onto the CPOMS Behaviour Data Base including the actions taken as a result of a bullying incident;
- A review should take place after one week, and after that the situation should be continue to be monitored
- Inform those involved including the parents at all stages Inform the Phase leader, Assistant Head or Head Teacher, if further procedures are needed;
- Collect any electronic evidence if there is a link with possible cyber bullying:

When an incident occurs, the procedures within the Behaviour Policy are followed. Where records indicate that bullying is taking place (Definition of Bullying) and the incident is not a one-off act of abuse or aggression, the following procedures are carried out:

- The Headteacher is informed;
- The Headteacher, Assistant Headteachers and other staff and / or governors

- as appropriate investigate the situation and collect evidence;
- The victim is listened to and supported;
- The alleged perpetrator is listened to and questioned;
- Sanctions are applied if necessary and appropriate;
- Parents are informed and, where necessary, are made aware that their child's behaviour is unacceptable.

## **Sanctions**

All bullying behaviour is taken seriously, including subtle actions which can build up for an individual over time, eroding self-esteem and building unhappiness or climate of fear. The school avoid at all times labelling pupils as either victims or bullies. It is important that pupils who have been the target of bullying behaviours are able to see that this experience will end and that is not the result of something about themselves that has attracted or deserved such treatment by others. Similarly children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical 'bully'. Not all hurtful behaviour is bullying, but all hurtful behaviours are unacceptable.

Sanctions are in accordance to our school behaviour policy and may include the following:

- Adult expression of disapproval;
- Loss of privileges such as; removing a child from the playground
- Time out from the classroom;
- Internal suspension;
- Fixed term suspension or permanent exclusion;

## **Bullying outside of school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises whilst in school uniform. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

- Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

## **Roles and responsibilities**

### **Children will be encouraged to:**

- Learn how to identify bullying behaviour (differentiate between one off acts of bad behaviour and S.T.O.P – Several Times on Purpose) and ways of responding
- Share worries and concerns straight away with staff, parents/careers or other peers
- Communicate concerns privately with a member of staff.
- Speak Out and Stay Safe, by telling an adult if they see situations they feel are 'bullying'
- Use non-aggressive strategies for resolving difficulties from as taught through the PSCHÉ Jigsaw scheme of work
- Referring to our Rights respecting articles to help us work and play together harmoniously and reminding us of our responsibilities
- Work with staff to resolve 'bullying' situations.

### **Advice to parents**

As a parent of the child who you suspect is being bullied please check the following

- Please speak to your child about bullying behaviour using the anagram S.T.O.P.
- Encourage your child to speak to their class teacher or another trusted adult in school.
- Talk to your child's class teacher at first instance, and if the behaviour appears to continue then speak with the behaviour co-ordinator.
- In cases of bullying, the incident will be recorded by staff and the Headteacher notified.
- Please do not attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents. This can often make matters worse for the child/ren.

### **The role of the supervisors (before, mid-day and after school staff)**

Almost three-quarters of all bullying of children in Primary school take place outside of the classroom, on the playground and in areas used during break times. It is extremely important that all members of staff supervising these times are observant of any signs of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect, encourage children to share and involve each other in playground activities and games and to play together in ways that are conducive to the code of conduct and follow the St. John's Core Values.

These staff should offer support to victims of bullying and teach strategies to those who have bullied that can be used by them to integrate successfully with their peers and develop friendships built on mutual respect and trust.

**Procedures for staff who feel they are bullied, harassed or discriminated against by other members of staff.**

- If possible, approach the person causing the harassment and explain your feelings;
- Make it clear that their behaviour is causing a problem and ask them to stop;
- Try to sort out the problem together;
- Keep written records with specific times and dates of alleged behaviour;
- If the behaviour continues report the behaviour to the Head Teacher;
- If necessary the Head Teacher will inform the Chair of Governors;
- Work with the Head Teacher in resolving the problem.

**Procedures for staff who feel they are bullied, harassed or discriminated against by the Head teacher:**

- Approach the Headteacher and tell her/him about your concerns
- Make it clear that their behaviour is causing a problem
- Try to sort out the problem together
- Keep written records with specific times and dates of alleged behaviour
- If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union

**Procedures for staff who feel they are bullied, harassed or discriminated against by a parent or other adults not employed by the school:**

- Arrange a meeting with a member of the senior leadership team to discuss the issue and make it clear that their behaviour is causing a problem and why
- Ask them to stop the harassment
- Allow parents to respond to concerns
- Keep a record of the behaviour including specific times and dates
- Report behaviour to the Assistant Head, Deputy Headteacher or Headteacher
- If behaviours continue put your concerns in writing to the Chair of Governors.

**Parents and visitors to the school:**

All adults are responsible for their own behaviour and are expected to behave responsibly, showing a positive example to all pupils.

**The role/involvement of governors**

The governing board 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 board to monitor and review the anti-bullying policy and its effectiveness. They require the head teacher to report on this and the effectiveness of the school's anti-bullying strategies.

**Useful Websites:**

<http://www.bullying.co.uk/>

[www.//anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

<http://www.kidscape.org.uk>

[www.//standuptobullying.co.uk](http://www.standuptobullying.co.uk)

<http://www.successunlimited.co.uk>

<http://www.cre.gov.uk/> [jo@samaritans.org](mailto:jo@samaritans.org)

<https://www.ceop.police.uk/CEOP-Reporting/>

<http://www.childline.org.uk>

<http://www.teachernet.gov.uk>

[www.macmillan.org.uk/whybother](http://www.macmillan.org.uk/whybother)

[www.gov.uk](http://www.gov.uk) (DfE guidance - Keeping Children Safe in Education)

<https://each.education/homophobic-transphobic-helpline>