



Anti-bullying Policy

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CONSULTATION WITH KEY GROUPS:

School council:	
Families:	30.6.23
Teaching Staff:	17.10.22
Support Staff:	17.10.22

Our Christian vision shapes all we do and aim to achieve:

'Shining together to be the best we can be for God and for each other'

*'You are the light that gives light to the world.
A city that is built on a hill cannot be hidden.
And people don't hide a light under a bowl,
they put the light on a lampstand.
Then the light shines for all the people in the house.'
Matthew 5 vs 14-16*

1. INTRODUCTION:

Everyone at Wembdon St George's Church School has the right to feel welcome, secure and happy.

We aim to provide a safe, caring, and friendly climate for learning for all our children to allow them to improve their life chances and help them maximise their potential. We also aim to create an inclusive environment for all children which openly discusses differences between people and celebrates diversity.

We expect children to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

2. PRINCIPLES:

We are committed to the ten key principles identified by the Anti Bullying Alliance. We use these to help to prevent bullying at Wembdon St George's and respond to any acts of bullying accordingly.

1. **listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** - all school staff are role models to others within the school in how they treat others.
4. **challenges** - all forms of discriminatory language, including disablist language, is challenged and taken seriously.
5. **celebrates difference** - difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. **has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

3. AIMS AND OBJECTIVES:

We do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour, we aim to prevent bullying. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

This policy was formulated in consultation with the whole school community with input from:

- Members of staff
- Governors
- Parents/carers
- Children and young people through the pupil voice groups

4. DEFINITION OF BULLYING AT WEMBDON ST GEORGE'S CHURCH SCHOOL:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'

www.anti-bullyingalliance.org.uk

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the person being bullied to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the person being bullied might be in danger, then intervention is urgently required.

5. BULLYING BEHAVIOURS:

What does bullying look like?

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Prejudiced related language:

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. We will challenge the use of prejudice related language against protected characteristics in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Cyberbullying:

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways in which bullying may occur.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

6. RESPONSES TO REPORTS OF BULLYING (BY STAFF):**Language is important:**

We are careful in the language we use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

Restorative justice:

At Wembdon St George's we encourage a restorative approach. When children are willing to and therefore understand how each other felt and the actions they took we think this will result in more positive effects.

In cases of bullying this can be particularly helpful. However, we also need to be mindful that some children may feel intimidated by this in cases where bullying may have occurred.

- Before any restorative meeting talk to each child individually.
- Then explain the purpose of the meeting to each child.
- Staff leading the meeting should facilitate the children to do the following:
 - What has happened?
 - Who was involved?
 - How it made each other feel?
 - What should happen next?
 - What should happen if it happens again?

7. WHAT HAPPENS WHEN BULLYING IS REPEATED DESPITE THE RESTORATIVE APPROACHES TAKEN ABOVE?

When a child has not responded to a restorative approach as outlined above it may be judged by the Class Teacher and /or Senior Leadership Team that it is appropriate for a sanction to highlight the unacceptable behaviour based on the severity and repeated nature of the incident/s.

This could be

- Staying in at breaktime or lunchtime
- An internal isolation period (Senior Leadership Team only)
- A fixed term suspension (Headteacher only)
- A permanent exclusion (Headteacher only)

This is covered by our Relationship and Behaviour Policy – also available on our website.

8. EDUCATION TO HELP PREVENT BULLYING:

The school PSHE programme (JIGSAW):

This contains strategies which encourage children away from bullying i.e., it promotes co-operation, helpfulness and consideration for others.

The Jigsaw scheme has a cyclical approach to teaching PSHE. Antibullying is specifically covered by all children in depth in Unit 2 – Celebrating difference once per year. However, elements are continuously revisited throughout the year.

Collective worship: Our collective worship themes raise awareness of bullying and also teach other key values. Our school values are as follows: Trust, Compassion, Wisdom, Forgiveness, Koinonia, Service. Each half term we focus on one of these values as part of our collective worship timetable.

Reactive programmes for vulnerable groups or groups involved in bullying:

For example:

- Restorative Justice
- Counselling and/or Mediation programmes/activities
- Small group work
- ELSA

In addition there may be, specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for families:

- Parent information events/ information-on the school website

Support for all school staff:

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour

9. ROLES AND RESPONSIBILITIES:

Governors:

- To support the Headteacher in all attempts to eliminate bullying at Wembdon St Georges.
- To ensure that incidents of identified bullying are taken very seriously and dealt with appropriately.
- To monitor incidents of bullying and regularly review the effectiveness of the school policy.
- To respond within 10 days to any request from a parent to investigate any incidents of bullying and to then report their findings back to the Headteacher.

Headteacher:

- To implement the school anti-bullying strategy and to ensure all staff are aware of the policy and know how to deal with incidents of bullying.
- To report to the governing body about the effectiveness of the anti-bullying policy on request.
- To ensure that all children know that bullying is wrong and unacceptable behaviour in our school.
- To use assemblies to educate children on way bullying is wrong and how incidents will be dealt with.
- To ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- To set the school climate of mutual support and praise for success which will help to make bullying less likely.

All employees and adults:

- To take all forms of bullying seriously and to intervene to prevent incidents from taking place.
- To record any incidents, they deal with on CPOMS/Scholar pack and report to the Headteacher.

- Teaching assistants, MDSAs and any other adults inform class teachers of any incidents they have had to deal with.
- Incidents will be dealt with immediately, following the school Relationship and Behaviour policy.
- Attend any relevant training to ensure they are equipped to deal with any incidents effectively.
- Help to prevent bullying by praising, rewarding and celebrating the success of all children to establish a climate of trust and respect for all.
- Promote difference and diversity so that children understand that being different is ok.

Families:

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.

Families have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.

10. Links with other policies:

Policy	Why
Relationship and Behaviour policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
PSHE/Citizenship	Strategies to prevent bullying
Complaints’ Policy	Guidelines to make a complaint if families are not happy with the school’s response