

Anti-Bullying Policy 2024



Anti-Bullying Policy

Introduction

Sherrier is fully committed to being a welcoming, inclusive school where learners enjoy coming and feel safe from physical or emotional harm. ***We want to state clearly that any form of bullying will not be tolerated at our school and all incidents will be investigated and dealt with on an individual basis.***

This policy reflects the guidance most recently updated by the Government and also in Section 89 of the Education and Inspections Act 2006 which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The school also has due regard to the aims within the Equality Act 2010.

Definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

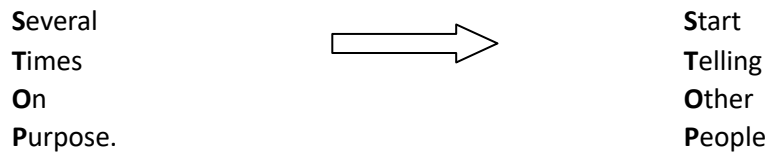
Our school's definition of bullying is in line with this and incorporates the Anti-Bullying guidance:

Bullying is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.

Anyone can be bullied for any reason or difference. The forms of bullying can be racist, homophobic, biphobia, transphobic, sexual, religious, cultural, relation to home circumstances, related to SEN or disabilities, appearance or health conditions.

At Sherrier C of E Primary we will not tolerate bullying in any form. As a “listening and telling” school we are committed to the creation of positive and safe learning environments for all. This policy is the outcome of consultation between all members of the school community.

Therefore, with our Sherrier the pupils we use the simple definition that bullying is deliberate hurtful behaviour. This happens; several times on purpose. We ask children to use the following acronyms to help them **STOP** and **START**



Rationale and our own Sherrier vision and values

Bullying is present to a greater or lesser extent in all institutions. All members of our Sherrier school community deserve the right to feel like they are able to;

1. Develop a unique **identity**
2. Feel like they **belong** and are part of our Sherrier Family
3. Feel **valued** for their talents and personalities
4. Come to school without fear

Bullying has a serious effect on self-esteem, emotional and mental health, which in turn prevents learners from developing their full potential and can seriously affect life chances. Children who are bullied and who bully can be anxious, insecure and suffer from low self-esteem. Bullying can have serious consequences leading to depression, self-harm or attempted suicide.

As a Church of England school are vision to **Teach children how to live and they will remember it all their lives (Proverbs 22:6)** is translated into everyday life through our cogs /3C's



These are taught and are important in the way we behave at school. Therefore, there is also a strong belief that we should do all we can as a community to prevent and deal effectively with bullying. Thus we do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable and provide pupils with strategies to deal with and put a stop to bullying. This policy aims to produce a consistent response to any bullying incidents that occur.

Positive Learning Environment

We aim as a school to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. 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 stamping out of bullying in our school.

We aim to promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community by:

- Creating an ethos of respect for everyone. This is embodied in our five 'Golden Rules' which are displayed in classrooms and throughout the school.
- Curriculum coverage such as PHSE (Personal, Health and Social Education) SRE (Sex and Relationship Education) and P4C (Philosophy For Children)
- Good condition of the building and school site - it is important that all aspects of the school environment are well presented which means graffiti free, litter free, attractive and stimulating displays and resources available, engaging for children, well maintained and clean.
- Reducing the areas where bullying can potentially happen by identifying hotspots and ensuring that these areas are well managed either by adult or child (in a monitoring role) presence.

The role of the Head teacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.

The Head teacher has delegated some responsibility to a designated Anti-Bullying Leader (Behaviour and Safeguarding Lead) as shown below

Anti-Bullying Leader

- Responsible for maintaining incident logs and ensuring follow up of these incidents
- Promotion of anti-bullying initiatives that help to inform staff, parents and children at Sherrier
- Development of fun, active bully-free playgrounds
- Reports on a regular basis to teachers, parents and Head teacher

The Head teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request and provides a report on any bullying incidences in every Safeguarding, Health, Safety and Buildings Committee Meeting.

- The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Sherrier. The Head teacher draws this to the attention at suitable moments, for example during Collective Worship and in Anti-Bullying Weeks and other events.
- The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and 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.
- Where bullying off site is reported to school staff it will be investigated. The head teacher will consider whether it's appropriate to inform the police or involve other agencies.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If staff witness or are informed about an act of bullying, they will either investigate it themselves or refer it to the anti-bullying lead. Staff do all they can to support the child who is being bullied. If a child is bullied then the school will inform the child's parents.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the target of the bullying and punishment for the child who has carried out the bullying. Time is spent talking to the perpetrator of bullying: explaining why his/her action was wrong, and that child is encouraged to change their behaviour in the future. If a child is repeatedly involved in bullying other children, the head teacher will be involved and will discuss the incidents with the child and parents will be informed. If appropriate our in school ELSA will provide support and advice to those involved. All actions by children will be judged in context to their age and level of maturity. Our overall aim is for both parties to share each other's point of view, to take responsibility for their own actions, to support the target and to prevent such behaviour from occurring again. Children experiencing bullying will be monitored by all staff.

All staff will routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, P4C, PHSE, stories etc., within the formal curriculum, to help understand the feelings of the victims of bullying, and to practise the restraint required to avoid lapsing into bullying behaviour. Praise and rewards are used to celebrate the success of all children and thus to help create a positive atmosphere.

Lunchtime Supervisors watch over and care for children during the dinner break. They provide a valuable "listening ear" for children's problems, encourage cooperation in play and inform the other staff and head if any children are unhappy or experiencing problems at playtime.

The role of parents

The school recognise that primary children are more likely to report bullying incidents to their parents in the first instance. We therefore keep parents informed of anti-bullying work and strategies being used in school and keep them informed of how to recognise and deal with incidents of bullying. We also encourage them to talk to us about bullying incidents so we can take appropriate actions. New parents are provided with a copy of the Anti-bullying Policy.

Parents, who are concerned that their child might be being bullied or who suspect that their child might be the perpetrator of bullying should contact the school immediately. If they remain dissatisfied they should follow the school's complaints procedure. This is available on request.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know so it can be stopped. Children in every circumstance are

encouraged to inform a trusted adult (teacher or relative). Children will be given opportunities to identify “a helping hand “of people who they can turn to for support to talk about bullying issues these maybe play leaders or members of their class and school council. Each year pupils work together review the whole school Anti-bullying Charter and have been involved in producing a child friendly Anti- bullying policy which is displayed in school. Pupils are encouraged not to be bystanders and to report incidents of bullying that they witness in order to put an end to bullying.

Pupils are encouraged to use the STOP tool to put an end to bullying:

Start
Telling
Other
People

Pupils are invited to tell us their views about a range of school issues, including bullying in the school pupil questionnaire.

The role of bystanders

All people who witness bullying have a responsibility to inform a responsible person.

The role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this 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 school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can find the Complaints Procedure on the school website and the next step would be for the Headteacher to look into the matter further.

Whole School Initiatives

In order for bullying to be eradicated it is vital that whole school policies are in place and applied consistently throughout the school. Only then will lasting and significant success be achieved.

In order to do this the school uses the PHSE materials to develop children’s Social and Emotional Aspects of Learning. These materials support staff in teaching children to learn the knowledge skills and understanding what they need to acquire in order to become reasonable and responsible citizens. Part of this includes:

- Whole class teaching focusing on anti-bullying during November each year.
- Small group intervention using PHSE and P4C materials.
- Assemblies that tackle specific issues related to bullying and link to our Christian Values.
- Golden Rules on display and actively used to promote good behaviour throughout the school
- Reward systems that include 'Star of the Week', 'Team Points', 'Marble in a Jar', verbal praise for making good choices.
- Children's voice from each class represented on the School Council that meets each month.
- Playground initiatives which include Play Leaders and Play Wardens and games organised by external providers when available or appropriate
- Whole staff training where relevant.
- Support from a member of staff with further qualifications (ELSA) Emotional Literacy Support Assistant

In addition to this, the school aims to work effectively with other agencies who link to "Children and Young People Service". Other agencies include Beyond Bullying, Anti-Bullying Alliance, Educational Psychologists, Police, Health Workers, Social Services and other voluntary agencies.

All of the above are fundamental in the school consistently striving to maintain and improve achievement of the criteria associated with 'Healthy School' status. We are now working towards enhanced status.

Procedures and Recording incidents

Sherrier does not tolerate bullying and any reported incidents will be treated seriously and investigated thoroughly. Once an incident has been reported then the following procedures will apply:

- Children can feel free to speak to any adult they prefer and this will be respected.
- Bullies and targets should be interviewed separately by a member of staff and the comments noted.
- Witness information should be obtained wherever possible.
- The written record of the incident, investigation and outcomes should be kept and passed on to the Anti-Bullying Leader, Deputy Head Teacher or Head teacher if investigated by a person other than them.
- A decision is made re the severity of the incident and actions to be taken are discussed and formed into an Action Plan, including who else should be informed and the roles that they play.
- Incidents believe to be bullying or the start of bullying to be recorded on CPOMS our internal confidential system.
- All incidents are reported to Governors in a way that cannot identify individuals

Records of poor behaviour and bullying incidents are recorded and filed with the Anti-bullying Leader. Anti-bullying recording sheets are kept by the anti-bullying lead. Staff use these to record all incidents of bullying that occur both in and out of class. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupil's conduct when they are not school premises. This means the school may record incidents that occur near the school, or on the children's way between school and home e.g. taxis to and from school and online (social media). Any adult who witnesses an act of bullying should record it on the record sheets and hand these to the head teacher to be filed on CPOMS.

The Head teacher will co-ordinate the recording system and will analyse the information for patterns of people, places or groups.

If the reported incident is considered to be bullying then:

- All parents are informed by class teacher in the first instance.
- If required a meeting will be arranged to talk further about how home and school can work together.
- A bullying incident form (see appendix) will be completed and filed centrally.
- The Head teacher will report incidents to Governors, not mentioning names at each SHSBC.
- The targeted individual must be supported and will be monitored as a matter of ongoing support.
- The bully will be receive appropriate consequences in a way according to age and severity of their actions and be encouraged to recognise their unsociable behaviour and given support to modify that behavior.
- Action should be taken to prevent further incidents.

Sanctions

Sanctions may involve all or any of the following and will be appropriate to the level or nature of the incident:

- Disapproval/ saying sorry.
- Time out of classroom
- Missing a play-time/ privileges.
- Involvement of parents by formal letter.
- Internal exclusion (not welcome to work in own classroom).
- Exclusion as a final resort (not welcome at Sherrier for fixed period of time).

Follow Up

All incidences of bullying are followed up on a formal or informal basis. If bullying persists parents will be informed and a monitoring contract will be put in place.

Monitoring and review

The Head teacher, who reports to Governors on request about the effectiveness of the policy, monitors this policy on a day-to-day basis.

This anti-bullying policy is the Governor's responsibility and they review its effectiveness annually.

This policy was written following consultation with staff, parents, children and Governors. A "Child Friendly" version of this policy is available for children.

This policy will be monitored and evaluated annually and this will involve all stakeholders. The policy should be read along with the Behaviour Pol

