



ALL SAINTS' CHURCH of ENGLAND PRIMARY SCHOOL

Anti-Bullying and Harrassment Policy

"Learning to love; loving to learn"

"A new command I give you, Love one another.

As I have loved you, so you must love one another."

John 13:34

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2021 and “Sexual violence and sexual harassment between children in schools and colleges” guidance.

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding policy
- Acceptable Use Policies (AUP)
- Curriculum policies, such as, RSE/RSHE, PSHE, citizenship and computing

Our Aims and Values

At All Saints’ Church of England Primary School, we aim to provide each and every individual with a high quality learning experience, which will develop his or her potential and encourage independence and confidence.

The curriculum is broad, balanced and relevant to the needs of each child and seeks to ensure continuity and progression. Teaching and learning take place in a caring, purposeful and secure environment.

The school aims to foster self-esteem, respect for self and others, co-operation and care for the community.

As a school community, we aim to:

- Provide a caring, happy and welcoming environment ensuring the safety, well-being and inclusion of all.
- Respect and celebrate our differences and special talents, fostering ambitious aspirations.
- Provide a broad, balanced, challenging and stimulating curriculum, which empowers and enables all.
- Become literate, numerate and globally aware, equipped for life in a modern world.
- Develop confident and independent learners for life.

We believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying or harassment behaviour. Our approach is to build the children’s self-esteem and confidence and for our approach to be consistent across the school.

We intend that the policy is clearly understood and shared by all, children, staff and parents.

The anti bullying and harassment policy takes its place within the general aims of the school. It has close links to the Child Protection Policy, Behaviour, Equality Policy and PSHE policies and is rooted within the “Keeping children safe in Education: Statutory guidance for schools and colleges 2021” and “Working together to safeguard children.”

All Saints’ CE Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

All Saints’ Church of England Primary School’s definition of bullying is:

Bullying is **ongoing, deliberate** behaviour that upsets the victim. It is behaviour that is **targeted** and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Bullying is:

Premeditated - a deliberate action **P**ower -

one individual over another

Persistent - ongoing over a period of time.

Bullying can be defined as ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’. DfE ‘Preventing and Tackling Bullying’ • Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- All Saints’ CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by All Saints’ CE Primary School as being a form of peer on peer abuse; children can abuse other children.
 - Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
 - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
 - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances □
Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying

Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:

- Bullying related to race, religion, faith and belief and for those without faith ▪ Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation
- Gender based bullying, including transphobic bullying

All Saints' CE Primary School Ethos:

All Saints' CE Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a damaging effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Understand the importance of challenging inappropriate behaviours between peers.
- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly. Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seek to learn from good anti-bullying practice.
- Utilise support from the Local Authority and other relevant organisations when appropriate.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of acceptance, non-discrimination and respect towards others.
- Encourage the positive and responsible use of technology, especially mobile phones and social media.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Create "safe spaces" for all children.
- Celebrate success and achievements to promote and build a positive school ethos.

All Saints' Church of England Primary School Procedures:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

When responding to bullying concerns, All Saints' CE Primary School will:

- Deal with the incident immediately by the member of staff who has been approached or witnessed the concern.
- Reassure the pupil and provide immediate appropriate support for the person being bullied-making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Head Teacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will be informed of all bullying concerns, especially where there may be safeguarding issues, and interview all parties involved.
- Talk to the suspected victim, and any witnesses individually
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- If applicable, sanction procedures outlined in the Behaviour Policy will be followed (see appendix 1)
- Senior staff will ensure that incidents of bullying are recorded using the School Bullying

Form which reflects the Public Sector Duty and Equality Act. A copy will be kept in the Head Teachers office

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- The school will consistently use restorative justice procedures with all children.
- Senior leaders will involve all parties together to discuss the issues if agreed by all parties, in order to resolve the conflict & understand their role in the issues.
- Establish an agreement between the children where needed.
- Follow up with further discussions with individuals as and when appropriate.
- When necessary, support children individually or together; working towards restoring self-esteem and confidence.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If the incidents persist and are causing a health and safety issue, then the Head Teacher could instigate exclusion procedures (see Behaviour Policy).
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children's Social Care if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
 - official warnings
 - detentions/internal exclusions
 - removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, fixed-term or permanent exclusions.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - Contacting parents, the service provider and the police, if necessary.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.

- Inform the police if a criminal offence has been committed.
- Provide information to staff, parents and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may have in the public domain.

Prevention & strategies to reinforce All Saints' Church of England Primary School's Anti-bullying and Harassment Policy :

- Anti bullying week and assemblies throughout the year.
- Class based LISTENING BOXES for pupils to post worry messages to the Class Teacher.
- Children to be encouraged to talk to a trusted adult.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Children participate in quality PSHE lessons/ circle times
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricula themes, drama, story writing and literature.
- A whole school reward system.
- Good quality role models.
- Adult modeling of appropriate response to a range of scenarios.
- Children & parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights & responsibilities.
- E-safety frequently discussed and taught.
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

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 very 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 about the effectiveness of school's anti- bullying policy.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk to the Governing Body.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and 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 ensures that all children know that bullying is unacceptable behaviour.

The Head Teacher ensures that disciplinary measures are applied fairly, consistently and reasonably.

The Head Teacher is the named professional identified to take overall responsibility for the implementation of this policy, and leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

All adults to follow up what they have said e.g. keeping a close watch, follow up discussions etc.

Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.

There is an anti-bullying form in which all staff record incidents of bullying that occur both in and out of class. The school also records incidents that occur near the school, or on the children's way between school and home, that we become aware of. All adults who witness an act of bullying should record it on the form and send the Head Teacher a copy.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the school procedure, including counselling and support for both the victim and perpetrator of the bullying.

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

A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

Restorative Justice

“In broad terms, Restorative Approaches constitute an approach to challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment” Wright, 1999

The role of parents

Parents have an important part to play in our anti-bullying policy.

We ask parents to:

1. Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
2. Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc.
3. If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
4. If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
5. It is important that you advise your child not to fight back. It can make matters worse.
6. Tell your child that it is not their fault that they are being bullied.
7. Reinforce the school’s policy concerning bullying and make sure your child is not afraid to ask for help.
8. If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.

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

If a parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern

remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk to the governing body.

The role of children

What Can Children Do If They Are Being Bullied?

Regularly, or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

1. Remember that your silence is the bully's greatest weapon.
2. Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
3. Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
4. Stay with a group of friends/people. There is safety in numbers.
5. Be strong inside – say "No!". Walk confidently away. Go straight to a teacher or member of staff.
6. If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
7. Fighting back may make things worse – don't do it.
8. Generally it is best to tell an adult you trust straight away. You will get immediate support.
9. Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

1. Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
2. Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
3. Do not take direct action yourself.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher.

This policy should be read in conjunction with the school's Equality Policy.

This policy will be reviewed in accordance with the school's review cycle.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety • DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying • DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk

- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL
SCHOOL BULLYING RECORD

1. School/Establishment

2. Date and time incident reported

3. Person who reported incident

Victim

Other (please specify)

4. Type of incident (please tick)

<i>Extortion</i>		<i>Personal possessions taken/damaged</i>	
<i>Isolation/Being Ignored or Left Out</i>		<i>Written</i>	
<i>Physical</i>		<i>Spreading Rumours</i>	
<i>Verbal (Name-Calling, Taunting, Mocking)</i>		<i>Intimidation/coercion</i>	
<i>Cyber (Email, Internet, Text)</i>		<i>Graffiti</i>	
<i>Other (please specify)</i>			

If you feel the incident was motivated by any of the following, please tick

<i>Appearance</i>		<i>Racism/Ethnic Origin *</i>	
<i>Disability/SEN</i>		<i>Sexual Orientation</i>	
<i>Gender/Sexism</i>		<i>Transgender</i>	
<i>Faith, Religion or Belief</i>		<i>Home Circumstances including Looked After Child (LAC/CiC)</i>	

Reminder: These incidents should be recorded separately.

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code (refer to school census data)	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **P** Perpetrator(s) **A** Associate **B** Bystander

-
5. Have parents/carers of victim been informed? Yes No
-
- Have parents/carers of perpetrators been informed? Yes No
- Repeat victim? Yes No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes No

Known details:

Repeat perpetrator? Yes

No

8. Summary of Agreed Action (including future preventative work)

Record completed by

Date

Signature of Designated Member of SLT