



ANTI-BULLYING POLICY

(Statutory Policy)

(Pupil Wellbeing Committee)

Date to be implemented from:	March 2021
Date to be reviewed by:	18 th March 2024
Date Reviewed by Governors:	18 th March 2021

Approved by:

Signed: (Chair - Pupil Wellbeing Committee)
(Print Name)
Date

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition

This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School

1 Policy Statement

- 1.1 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.
- 1.2 Bullying is wrong and can have a profound effect on pupils emotionally, socially and academically. We will, therefore, do all we can to prevent it, by developing a Christian ethos in which bullying is regarded as unacceptable.
- 1.3 St Andrew's School will meet its duty to have an Anti-Bullying Policy (as part of Behaviour) and meet any other legislation or requirements to ensure a safe environment for pupils, staff, parents/carers and visitors.
- 1.4 The Policy will be readily accessible within the School on the Website and in hard copy upon request.



2 Reviewing the Policy

- 2.1 The School takes all forms of bullying seriously and will act upon it in line with the Policy.
- 2.2 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose.

3 School Vision

- 3.1 Our vision is to become an outstanding School within a loving, Christian community.
- 3.2 Our parents/carers, children and staff will work together to enable all children to:
- achieve their potential
 - learn in a safe, stimulating environment
 - enjoy learning now and in the future

4 Purpose of Policy

- 4.1 At St Andrew's School, we are a Values School committed to educating and establishing an environment where all members of our community are equally valued and treated with respect. This Policy sets out our expectations and gives a framework for implementation.
- 4.2 Bullying of any kind is unacceptable and will not be tolerated in our School. We take all incidents of bullying seriously. No-one deserves to be a victim of bullying. Bullying hurts.
- 4.3 All the staff at St Andrew's take all forms of bullying seriously and will actively seek to prevent it from taking place.
- 4.4 At St Andrew's School, we acknowledge it would be unrealistic to claim that bullying does not occur from time to time. This Policy ensures that if an incident of bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly, sensitively and effectively in accordance with the Policy.



5 Aim of Policy

- 5.1 The aim of this Policy is to create a culture and ethos where bullying is regarded as unacceptable and prevent any behaviour that could be deemed or become bullying if not addressed. Children, staff, parents/carers and visitors have the right to work in a safe and secure environment and to be treated with respect.
- 5.2 This Policy provides a framework that translates the values and aims of the School regarding anti-bullying into effective procedures to enable each child to learn in a supportive, caring and safe environment. This Policy supports the expectation that anyone who is a victim of bullying or knows bullying is happening can and should report the bullying in a safe environment.

6 Definitions

- 6.1 The list below gives some examples of unacceptable behaviour and the visible signs of this behaviour but it is not definitive.
- 6.2 Bullying is defined as deliberately hurtful behaviour, often repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:
- physical (hitting, kicking, pushing, pinching, throwing stones, biting, spitting, punching, theft)
 - verbal (cyber bullying, hate mail, vicious phone text/photos or trolling, name calling, racist/sexist remarks, sarcasm, threats, teasing, making rude remarks, making fun of someone)
 - indirect (spreading rumours, excluding someone from social groups, ignoring someone or their contribution to learning, making someone join a group or do something against their will).
- 6.3 Abuse is any form of mistreatment or lack of care from another person or persons that leads to injury or harm. Abuse can happen to anyone regardless of their age, gender, race or ability. It may be planned or unplanned and it may be the result of deliberate intent, negligence or ignorance.
- 6.4 It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.



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Abuse can take many forms and all of them are distressing:

- discriminatory (negative comments or gestures about race, faith, culture, gender, sexuality, disability or special needs)
- emotional (being unfriendly, name calling, excluding, tormenting, hiding or damaging books and work, threatening gestures, ridicule, humiliation, controlling, rumour mongering, sarcasm, mental cruelty)
- financial (stealing, using belongings without permission, fraud)
- neglect (abandonment, lack of care over basic needs or emotional care for someone from someone responsible for someone else)
- physical (pushing, punching, biting, hitting or damaging someone which may be visible or hidden, encouragement to self-harm)
- sexual (unwanted physical contact, grooming, homophobic or sexist comments, trolling, sexting and misuse of sexual internet content or chat rooms)

6.5 It is important to understand that bullying is not the odd occasion of falling out with a friend or when the occasional prank is played on someone that they also recognise as being funny or a joke. It is an important part of a child's development to learn how to deal with occasional quarrels and how to 'laugh at themselves' sometimes. It becomes bullying if it is done several times and on purpose and it is used as a 'weapon' to make someone's life unhappy and miserable, or it used in a power relationship.

6.6 Bullying can take place in a number of places and the School and its staff will be vigilant to ensure that all areas of the School premises are monitored:

- in the classroom
- on the corridor
- in the toilets
- in dining areas
- in the playground
- at the School gates

6.7 Bullying may also happen on the way to and from School. In such cases, the Head Teacher is empowered by law to deal with such incidents (Section 89(5) of the Education and Inspections Act 2006) but must do so in accordance with the School Policy. St Andrew's is concerned with



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our pupil's conduct and welfare beyond the School gates and we will do what we can to address any bullying issues that occur off the School premises. This may include:

- Talking with the Diocese or Local Authority
- Talking with the Head Teachers of neighbouring Schools
- Talking with the local Community Police Officer
- Talking with local transport companies, bus operators and/or School taxis
- Talking with parents/carers about safe routes to School for children if not accompanied by an adult

7 Recognising Bullying

7.1 Pupils may exhibit different behaviours for a number of reasons that are not related to bullying (change in home circumstances, divorce of parents/carers, death in family, physical changes associated with growing up and sexuality, substance abuse). St Andrew's staff will deal sensitively with these matters and ascertain the main reason for changes in behaviour.

7.2 Some changes in behaviour may be as a result of being subject to bullying.

These signs are:

- becoming withdrawn or anxious
- becoming aggressive, disruptive or unreasonable
- begins using aggressive language for no apparent reason
- starts stammering or won't speak
- starts bullying other children or siblings
- is reluctant to say what's wrong
- changes their usual routine
- is frightened of walking to or from School
- will only walk to School with a parent/carer/adult
- begs to be driven to School
- doesn't want to go to School
- doesn't want to go home
- begins truanting
- threatens to run away or commit suicide
- does run away or attempts suicide
- begins to self-harm



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- often feels ill in the morning
- tries to avoid certain lessons
- begins to under-perform in School work
- keeps 'losing' possessions and dinner money etc (stolen by bully)
- is always hungry (money/snack/sandwiches taken by bully)
- stops eating
- starts asking for money or starts stealing money (to pay the bully)
- arrives home with clothing or books damaged
- arrives to School with clothing or books damaged
- has unexplained cuts or bruises
- cries themselves to sleep at night or has started having nightmares

They may well give excuses for these occurrences that are highly improbable. These signs and behaviours could indicate other problems and it is our duty to take them seriously and investigate them as soon as possible in order to address the problem.

8 Procedures

8.1 **Prevention** is better than cure and the School uses a variety of methods for helping children to prevent bullying and to establish a climate of trust and respect for all. Through the curriculum, especially in PSHE and in Assembly time, we compliment and reward good behaviour and set our expectations regarding bullying, whether in lessons, at play or on-line. We use a range of activities to help pupils understand the feelings of children who suffer bullying and strategies to practise the restraint required to avoid lapsing into bullying behaviour:

- Praise, rewards and celebration of good behaviour
- Agreeing classroom rules and behaviour contracts
- Reading and writing stories, poems, plays about bullying and discussing
- Using drama and role play, circle time or use visiting theatre groups to raise issues
- Participating in activities like Anti-Bullying week, Black History month and Christian Aid

8.2 Any incidents of suspected bullying should be reported to the class teacher in the first instance, who will gather evidence to gauge the severity of the incident and whether the action is deemed bullying.



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8.3 If bullying is seen by **other children** then they should be encouraged to:

- not smile, laugh, join in or ignore the situation
- not rush over and to take on the bully
- where and when safe to do so let the bully know you do not like his or her
- let the victim(s) know that you are going to get help and/or shout for help
- tell a member of staff or adult straight away
- encourage the person being bullied to talk to someone and get help

Some children will resort to Help Lines. Our School will make a safe environment where reporting is simple and supportive but we recognise some pupils may prefer to get advice from home or friends. We will liaise as appropriate with all recognised organisations that support anti-bullying.

8.4 **All staff** will:

- take incidents and allegations of bullying seriously
- report the incident to the Head or Deputy (and Child Protection if required) where it is deemed to be a bullying incident
- make sure the victim is made to feel safe
- talk with all those involved in the bullying or allegations separately
- be made aware of allegations of bullying to monitor the child(ren) through the School
- identify the problem
- work out a plan to solve the problem
- work through the solutions with the victim and gain their acceptance for the measures that need to be taken
- provide on-going support to regain the pupil's confidence
- work with the child who has been bullying to understand why their behaviour is unacceptable and establish the need to change behaviour patterns through discussion and agreement
- the child who has been bullying will be asked to offer a genuine apology and if possible, the pupils will be reconciled
- inform both sets of parents/carers of any cases of or allegations of bullying

Should the case be one of serious bullying and not be a simple one to resolve then the staff must:



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- record the case on by staff on an Incident Report Sheet. All reports will be kept in a file maintained in a secure file in the School office
- parents/carers will be informed and will be invited to come into School for a meeting to discuss the problem
- where necessary the Child Protection Officer, Social Services and/or Police will be consulted and involved
- when the incident has been investigated and resolved, the case will be monitored to ensure repeated bullying does not take place

8.3 The **School Leadership** will:

Headteacher

- ensure the curriculum is fit for purpose and provides opportunities for the School to debate bullying (including PSHE, whole School and class assemblies and values education)
- provide an ethos and School culture that is 'Keeping Children Safe in Education' (updated July 2020)
- prioritise incidents involving racism, homophobia, sexism or bullying of disabled or SEN pupils
- decide course of actions and where necessary, sanctions which need to be implemented
- provide and support staff in an appropriate range of sanctions when dealing with bullying (apologies to the victim(s), loss of privileges, loss of playtimes, spend playtimes and lunchtimes with an adult, report to a member of SLT the Headteacher's office, removal from normal class, parents/carers invited into School, attend anti-bullying or anger management courses, fixed term or permanent exclusions)
- ensure staff are fully informed of developments in any allegations of bullying
- ensure staff link the requirements of other Policies and statutory guidance (behaviour, exclusions, SEND, anti-racism, Prevent Strategy) with this Policy and undergo training to provide a supportive environment
- Report on bullying incidents to Governor responsible for anti-bullying
- work with the wider community to tackle bullying and the causes of this behaviour
- ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- monitor and evaluate this Policy at regular intervals

Governance

- Whole Governing Body will receive termly reports from the Governor responsible for anti-bullying on serious bullying incidents
- Monitor the response to bullying and make recommendations for improvement



9 Sources of further information and support

Bullying at School – Gov.UK

<https://www.gov.uk/bullying-at-School>

No place for Bullying – Gov.UK

<https://www.gov.uk/government/publications/School-strategies-for-preventing-and-tackling-bullying>

Keeping Children safe in School – Gov.UK

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Bullying – LB Barnet

<https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/bullying>

Anti-bullying guidance for Schools

<https://www.london.gov.uk/what-we-do/health/healthy-Schools-london/awards/sites/default/files/Anti%20Bullying%20-%20Guidance%20for%20Schools.pdf>

National Bullying Helpline – advice page

<https://www.nationalbullyinghelpline.co.uk/>

Kidscape – Help with Bullying

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

Bullying – Childline

www.childline.org.uk/Bullying



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