

## Friendship, Forgiveness, Honest, Respect

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

### **School Statement on Bullying**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

### **Aims and purpose of the policy**

To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.

To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.

To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.

To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Related policies:

- safeguarding
- assessment, recording and reporting
- teaching and learning
- SMSC and PSHE
- attendance
- staff recruitment, retention and professional development
- bereavement policy and guidelines
- special educational needs: S.E.N

- behaviour and discipline
- equality
- anti-bullying and addressing prejudice-related bullying

## **1: Definition of bullying**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs or disability (SEND)
- Culture or class
- Gender identity (transphobia)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

## **2: Reporting bullying**

Pupils should inform an adult in school if they are being bullied. Parents should inform school in person, by telephone or email. Staff should inform the anti-bullying leads: CB, VP, KB.

## **Reporting: Roles and responsibilities**

- **Staff:** Staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- **Senior staff:** The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
- **Parents and carers:** Parents and carers also have a responsibility to look out for signs of bullying e.g. distress, feigning illness or lack of concentration. Parents and carers should support their child to report the bullying.
- Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying: they should offer support to the victim and encourage them to report it.

Contact the Headteacher via:

The school office: Mrs Charlton

telephone: 01484 667075

email: [office@southcrosland.org.uk](mailto:office@southcrosland.org.uk)

## **3. Responding to bullying**

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally.
2. Designated school staff will monitor incident reporting forms.
3. Designated school staff will produce termly reports summarising the information which the head teacher will report to the governors.
4. Support will be offered to the target of the bullying from the class teacher, other staff and with the buddy system.
5. Staff will proactively respond to the bully who may require support from the class teacher, other staff or from the buddy system.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

## **4. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of

cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

## **5. Derogatory Language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on an incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

## **6. Prejudice based incidents**

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **7. School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school aims and our four core Christian values are at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This is available on the school website and in the school prospectus.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions

- Registration, 'end of day' class-time and PSHE provide regular opportunities to discuss issues that may arise in class and for teachers to monitor specific children.
- Stereotypes are challenged by staff and pupils across the school
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through the School Council and the Rights Respecting Steering Group.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## **8. Training:**

The Head teacher is responsible for ensuring that all school staff and visitors are aware of all aspects of the anti-bullying policy.

## **9. Monitoring the policy**

The Head Teacher is responsible for monitoring the policy on a day-to-day basis. The Head Teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## **10. Evaluating and reviewing**

The Head Teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 2 years, in consultation the school community.