



# Anti-Bullying Policy

<b>Policy Lead:</b>	<b>Principal</b>
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## 1. Aims

This anti-bullying policy aims to:

- Ensure that all children at St John's C of E Academy feel happy, safe and included within the St John's community.
- Set out expectations for preventing and responding to any form of bullying that may occur.

## 2. Intent

At St John's C of E Academy we aim to create a safe and secure environment where learning can occur without any anxieties. We want our pupils to be happy, safe and feel included in all parts of school. As members of the St John's community we are aware of the types of bullying that can occur and we aim, through the use of classroom teaching, assemblies and events such as anti-bullying week, to prevent these from happening. We instil that all types of bullying are unacceptable, including the role of being a bystander. We ourselves act as role models to the children, showing respect to all members of the school and wider community. Pupils at St John's C of E Academy are encouraged to follow the school's key values – respect, kindness, generosity, trust, patience, peace, truth, understanding, love and joy. Through these values and the strategies implemented, we hope pupils will leave St John's as members of our community, who know, understand and are empathetic of the feelings of others.

## 3. Definition of Bullying

Bullying is a repetitive action with the deliberate intention of hurting another child or group of children. Bullying can be both physical, verbal or emotional and can be face to face or over cyberspace.

Bullying can be harmful to a child's confidence and health for a long time after the event so any incidents of bullying should be taken seriously and dealt with quickly. Staff at St John's C of E are aware of their responsibility to support any child that makes an allegation of bullying.

## 4. Forms of bullying and what bullying can look like.

Bullying can take many forms including relating to the following:

- race, religion or culture.
- SEND
- appearance or physical/mental health conditions.
- sexual orientation.
- young carers, children in care or otherwise related to home circumstances.
- sexist, sexual and transphobic bullying.
- bullying via technology – 'cyberbullying'

It is referenced in the Equality Act 2010 that it is unlawful to discriminate against a pupil because of the reasons stated above. As a school community we commit to preventing and responding to the bullying of these protected and vulnerable groups and eliminate discrimination, including discriminatory language. We aim to do this by fostering good relations between all children and through the school's key values show children how we should respect and understand the feelings of all children regardless of any of the reasons stated above.

### What bullying can look like?

- Physical/direct – hitting, kicking, pushing, biting, pinching etc.
- Verbal – name calling, threatening, belittling, teasing, spreading rumours etc

- Social/Emotional – isolation, excluding, ridicule, coercion, humiliation etc.
- Sexual/Homophobic – inappropriate touching/physical contact, abusive comments, homophobic/transphobic abuse, exposure to inappropriate images/films etc.
- Online/Cyber – posts on social media, sending of negative/inappropriate text messages, exclusion of social groups online etc.

## 5. Preventing Bullying

At St John's C of E Academy we aim to implement the following strategies to promote positive behaviour, foster positive relationships and discourage any forms of bullying both in and out of school.

### A whole school approach

- As a school we work collaboratively to celebrate events that create an ethos where difference and diversity are valued.
- Children feel comfortable to talk about their differences and promote that everyone is unique in their own way and in no way is anyone singled out for their differences.
- Through the work we do as a school, for example Anti-bullying week we create positive peer relationships by raising awareness of differences that we may come across, so that we can help children understand and therefore be more empathetic.
- Anti-bullying week and Internet Safety Day.
- Collective Worship – focusing on the key school values: respect, kindness, generosity, trust, patience, peace, truth, understanding, love and joy.
- Celebration Events – Achievement assemblies each week.
- ELSA support
- Assemblies

### Within the classroom

- PSHE lessons
- Other curriculum lessons e.g. English – reading a book about differences or History – looking at the history of discrimination or R.E. – focusing on our key school values.
- Circle time – calming mindfulness, gratitude, sharing,
- Reading buddies across the Key Stages.
- Feeling scales and worry boxes

### Outside the classroom

- School council
- Buddy benches
- Peer buddy schemes.
  - Older child supporting younger child.
  - Circle of friends
  - Peer mentoring
  - Peer mediation
  - Peer listening
  - Bystander defenders.

## 6. Responding to Bullying

Following the ABA's 'Bullying Response Module'

- Immediate: Make sure everyone is safe after the incident has occurred.
- Short Term: Ensure the behaviour will not continue.
- Long Term: Reflect on the incident and work as a school to learn from it.

#### **Face to Face meetings**

- Ensures that children feel that their voices have been heard.
- Gives all involved an opportunity to explain what has happened.
- Allows pupils to consider their actions.
- Gives staff an opportunity to get a detailed record of the incident.

Whatever approach to responding we take on as a school, the children need to be at the heart of any action we take and we must listen to all involved before deciding on a response.

- **Sanction based**

- verbal warnings
- Withdrawal of privileges.
- Parent involvement.
- Temporary or permanent exclusion.

Although these are sometimes an option that is needed the following strategy should be implemented in as many cases as possible.

- **Restorative Justice**

- Resolving the conflict.
- Exploring the harm that has been caused in a safe way.
- Allows children who are bullied a way to voice how they feel and to be asked how they want to move forward.
- Allows children who are bullying to understand how the children they are bullying feel and to be able to explain why they did what they did.
- Allows friendships to be repaired before too much damage is caused.
- Allows the prevention of the behaviour reoccurring.

## **7. Reporting and Recording incidents of bullying**

We have the following range of methods for children to report any bullying that may be happening to them or others:

- To talk to a member of staff if they are being bullied or they know of someone who is being bullied.
- Peer support – either within class or from older children. (Wellbeing captains)
- Children show us how they are feeling through;
  - worry boxes/worry monsters where children can either write or circle symbols that show how they are feeling.
  - a 'feeling scale' incorporated into a class display.

Once a child reports an allegation of bullying of themselves or others then staff will act promptly and firmly by:

- Speaking to all parties involved and establishing as much detail as possible of the incident.
- If the incident occurred at break/lunchtime, the class teacher needs to be notified.
- Logging all details of the incident on CPOMS, by the member of staff that the incident was reported too.
- Depending on the severity of the incident, it may be that a member of SLT or a safeguarding lead would need to be notified before it was logged on CPOMS.
- If the bullying happened outside of school (cyberbullying or bullying to and from school) and we were notified of it by a pupil or parent, then we would follow the same procedure as if it was in school and gather details from all

involved and then recording on CPOMS.

If parents have any concerns about bullying they can contact the school via the anti-bullying email: [worried@stjohnsworksop.snmat.org.uk](mailto:worried@stjohnsworksop.snmat.org.uk) These concerns will then be investigated and any incidents logged on CPOMS.

## 8. Links with other policies

- SEND
- Safeguarding
- Relationships and sex education
- Behaviour
- PSHE and Citizenship
- E-Safety
- British Values

## 9. Roles and Responsibilities.

### Teachers

Teachers take all forms of bullying seriously, and intervene to prevent incidents from taking place. If appropriate, they keep their own records of incidents that happen in their class. Anything of a serious nature will be reported to the Principal and logged on CPOMS. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions of the child/children who is bullying. We spend time talking to all children involved and aim to repair the relationship by using a 'restorative justice' concept.

If a pattern of bullying is noticed on CPOMS or a member of staff notices a child is repeatedly involved in bullying other children, we would inform the Principal, the SEND lead and safeguarding leads. We would then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Principal may contact external support agencies such as the social services. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

### Phase Leads

It is the responsibility of the phase lead to implement the schools anti-bullying strategies and to ensure that all staff (both teaching and non-teaching) are aware of the anti-bullying policy and know how to deal with incidents of bullying. They need to liaise with all members of the school community, including parents about the school policy and review the policy on an annual basis. It is important that they monitor the school anti-bullying email and raise any concerns, making sure that they are logged on CPOMS. The phase lead may also inform staff of any extra CPD training opportunities that will aid the implementation of the anti-bullying policy.

### Senior Leads

It is the responsibility of the Principle to support staff in the implementation of the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the anti-bullying policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request. They ensure that all children know that bullying is wrong, and that it is an unacceptable behaviour. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with children why this behaviour was wrong. The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Principal 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.

## Governors

The governing body supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep records of incidents regarded as bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body. Our anti-bullying lead governor is Reverend Lima.

## Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, can contact the school via the anti-bullying email: [worried@stjohnsworksop.snmat.org.uk](mailto:worried@stjohnsworksop.snmat.org.uk)

Parents 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. There is also a responsibility to take a rational and unbiased standpoint, making a judgement on whether adult intervention is necessary or whether children should be asked to independently develop their own strategies for dealing with disagreements at school.

## Pupils

Pupils are required to respect others and follow the school's key values of: respect, kindness, generosity, trust, patience, peace truth, understanding, love and joy. By following these they should understand and be empathetic of other people's feelings. If they notice or know that someone else is being bullied they should talk to a member of staff rather than being a 'bystander'.