



St. Giles' C of E Primary School

Anti-Bullying Policy

***'You must love one another as I have loved you.'* John 13 v 34.**

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

***'You must love one another as I have loved you.'* John 13 v 34**

This policy was reviewed and updated in line with our Christian values and beliefs, 'Behaviour and Discipline in Schools and (UNCRC).

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

Article 2-(non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23-(children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

At St Giles, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an inclusive environment in which members of our school are secure and confident, irrespective of gender, sexual orientation, disability, ethnicity, social, cultural or religious background (please refer to our Behaviour Policy & Equality policy).

In Accordance with Government Guidance:

- The behaviour policy at St Giles, consistently and applied, underpins effective education. Schools staff, pupils and parents are clear of the high standards of behaviour always expected of all pupils. The behaviour policy is supported and back-up by governors, the head teacher and senior staff.
- As a good school we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- We have in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with our school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

Our School Ethos.

Our school has a very distinctive Christian ethos and is inclusive of all faiths, religions and ethnicities. We are committed to ensuring that all children reach their full potential, overcoming individual barriers to learning.

In line with our ethos and Section 88 (2) of the Education and Inspectors Act 2006 Governors and School Staff will endeavour to:

Statement of Principles

* make, and from time-to-time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and

* notify the Headteacher and give him or her related guidance if the Governing body wants the school's behaviour policy to include measures or address particular issues. This statement is to be taken in conjunction with the school behaviour policy and home school agreement which are reviewed and approved annually by the governing body.

Our Aims are that:

* Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.

- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving. National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

To build positive relationships where children care about their behaviour and accept that bullying in all its forms is unacceptable.

- Staff and pupils will always be polite and respectful to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision making.
- Expectations of both staff and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately.
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly.

What is Bullying?

Bullying is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language, etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual.
- Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property etc.
- Cyber-Bullying: abuse via text messaging, social media sites and through email or instant messaging
- Sexual - unwanted physical contact, sexually abusive comments • Homophobic or biphobic - bullying because of sexuality or perceived sexuality • Transphobic – because of gender identity or perceived gender identity

At St. Giles', we acknowledge that bullying does happen from time to time-indeed, it would be unrealistic to claim that it does not.

Our Objectives are:

- Ensure that all children and adults within school have a common understanding of what bullying is.
- Minimise all forms of bullying.
- Communicate clearly to children and parents the school's strong response to all types of Bullying.
- Insist that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within school, where Christian values may be upheld.

Our Principles are:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Through discussion and 'Anti-Bullying' Campaigns children will be taught strategies to help them deal with bullying situations, which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying
- The school will protect and support all parties during school / extracurricular time and on school premises whilst issues are resolved.

Whole School Approach to Minimise Bullying:

1. A regular programme of work to help children develop their social skills and better equip them to deal with situations involving conflict. This will also incorporate Drama Performances during 'Anti-Bullying Week' to help support the message further.
2. There will be regular teacher/class discussions, e.g. during PSHE/circle time, dealing with friendship / playtime issues.
3. Through Assembly Presentations and via the School's Learning Platform, the School UNICEF ambassadors, digital leaders and School Worship Council help to promote a clear 'Anti-Bullying' message, giving clear advice to children on what to do if they are a witness or a victim of bullying.
4. The 'Playground Rules', devised by the School Council, help to support behaviour outside of the classroom.

5. Playground Leaders in Year 5 and Prefects in Upper Key Stage 2 help to support lunchtime supervision to minimise potential incidents of bullying.

6. All Classes in KS1 and 2 have a 'worry box'. This provides a further opportunity to report incidents which cause concern in a nonthreatening way. Matters arising from the 'worry box' submissions are dealt with by individual class teachers in the first instance.

7. All behaviour concerns and actions/outcomes are logged by the school and are then digitally recorded within MyConcern. (Staff report using pink forms which are passed to SLT/behaviour and DSL/ Deputy DSL within the hour of behaviours being observed.)

The Role of Governors:

The governing body supports the headteacher in all attempts to help children interact well and eliminate poor behaviour and bullying. Any incidents of poor behaviour and bullying is monitored and reviewed regularly. The Governors require the Head Teacher to keep accurate records of all incidents of bullying and report to the Governors in the Head Teachers Report, this is to include the effectiveness of anti-bullying strategies used.

The Role of the Head Teacher:

It is the responsibility of the Head Teacher to implement the school behaviour and anti-bullying strategy and to ensure that all staff (Both teaching and non-teaching) are aware of the School policy and know how to deal with any incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the behaviour and anti-bullying policy in the Head Teacher's report to Governors.

The Head Teacher ensures that all children know the level of behaviour expected and that their behaviour affects others, it is important that children know that poor behaviour and bullying is unacceptable. The Head Teacher may decide to use an assembly or other examples as a forum in to highlight correct behaviour within the school in line with the School's Ethos and Christian Values.

The Head Teacher sets the climate for mutual support and praise for success, so making bullying less likely. The Headteacher will also ensure that all staff praise positive behaviour and receive sufficient training to be equipped to deal with all incidents of bullying.

The Role of all Staff (Class teachers/TAs/Dinner Staff/Office Staff)

It is the responsibility of all staff to implement the school behaviour and anti-bullying strategy and to ensure that they are aware of the School policy and know how to deal with any incidents of bullying.

All Classes in KS1 and 2 have a 'worry box'. This provides a further opportunity to report incidents which cause concern in a nonthreatening way. Matters arising from the 'worry box' submissions are dealt with by individual class teachers in the first instance.

All staff ensure that all children know the level of behaviour expected and that their behaviour affects others, it is important that children know that poor behaviour and bullying is unacceptable. The class teachers may decide to use P.S.H.E lessons or collective

worship as a forum in to highlight correct behaviour within the school in line with the School's Ethos and Christian Values.

All staff set the climate for mutual support and praise for success, so making bullying less likely. All staff praise positive behaviour which is celebrated with agreed school reward system as well as in achievement assemblies.

The Role of Parents/Carers:

Parents who are concerned that their child may be being bullied or involved in a bully incident should firstly contact a member of teaching staff or Mrs. Leonowicz/Mr. Dow (Learning Mentors/Pastoral Team) immediately. If none of these are available, the next person in the system of management should be contacted (Step 2).

Parents have a responsibility to support the school's behaviour and anti-bullying Policies and to actively encourage their child to be a positive member of the School. We ask that parents discuss any incidents with us.

How the School Responds To Specific Allegations of Bullying

For Pupils:

Step 1

Report the incident to anyone of the following:

- Member of teaching staff
- Mr Dow/Mrs Leonowicz (Safeguarding /Pastoral Team)
- Lunchtime staff
- Member of the UNICEF Steering Group
- Friend
- Parent/Carer

Not Resolved

Move to Step 2

Step 2

Class teacher to receive information regarding the incident

- Class teacher to investigate by talking to the pupils involved.
- Class teacher to record the key points of action based on this meeting.
- Class teacher to monitor the agreed action plan for two weeks.

Not Resolved

Move to Step 3

Step 3

Class teacher to report to the Head teacher/ Deputy Head teacher

- Head teacher/DH to speak to the pupils involved.
- Meeting with parents set up to discuss further action.
- Support organised for pupil/s responsible for the incident- Kidz Club/ Behaviour Plan.
- Learning Mentor support.

Not Resolved
Move to Step 4

Step 4

Report the incident to Integrated Support Service

- Head teacher/DH liaises with Shepwell Outreach to identify an inclusion programme to support the pupil/s. Parental consent obtained.
- Shepwell Outreach to monitor progress and report to the Head teacher/DH.
- Issue resolved results no further action.
- If issue is not resolved, further action could lead to suspension/ permanent exclusion.

Managing extreme behaviours strategy follows the DFE guidance “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022.”

For Parents:

TO REPORT A BULLYING INCIDENT FOLLOW THE STEPS BELOW:

Step 1

Report the incident to Mr Dow (Designated Safeguarding Lead) or Mrs Leonowicz (Safeguarding Manager)

- Book an appointment to see the class teacher

Not Resolved
Move to Step 2

Step 2

If issue not resolved:

- Book an appointment to see the Deputy Head teacher.

Not Resolved
Move to Step 3

Step 3

If issue not resolved:

- Book an appointment to see the Head teacher.

Not Resolved
Move to Step

Step 4

If issue not resolved:

- Make a formal complaint to the Governing Body using the School Complaints Procedure. (Accessible on the School Website/School Office) to **Chair of Governors: Mrs Angie James**

Monitoring and Review:

This policy is disseminated to all staff and extra copies are available at the school office. The policy will be reviewed in accordance with the school's monitoring cycle.

Reviewed in line with NSPCC's Briefing for Schools: Preventing and tackling bullying June 2018.

Useful links:

Keeping Children safe In Education (Department for Education). *September 2024 Edition.

Anti- Bullying Alliance

Childline.

Date for next review: March 2027

