



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone'

(Peter 1 2.17)

LOVE

'Serve one another in love'

(Galatians 5.13)

RESPECT

'Show respect to everyone'

(Peter 1 2.17)

COURAGE

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'

(Joshua 1.9)

Respect for All and Anti-Bullying Policy

Date Agreed by Governors: 6th December 2018

Governor Review Date: 6th December 2020

Bullying will be defined by different people in different ways, therefore it is important to have a common definition on bullying, which everyone associated with school understands and accepts. We have adopted the definition from The Anti-bullying Alliance (ABA) which defines bullying as:

“The repetitive, intentional hurting of one person by another (s), where the relationship involves an imbalance of power.”

or a more child friendly definition could be described as,

“Behaviour which can cause unhappiness to another child in the school over a period of time.”

It further clarifies this definition with the following recommended principles.

Bullying behaviour:

- Deliberately causes hurt (either physically or emotionally).
- Is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).
- Is not teasing between friends without intention to cause hurt.
- Is not falling out between friends after a quarrel or disagreement (though in some cases this can lead to bullying).
- Does not include activities that all parties have consented to and enjoy (although coercion may be very subtle).

The main types of bullying can be identified as:

- **Physical bullying** – kicking, hitting, pushing or other acts intended to physically harm an individual. This can also include the taking of belongings.
- **Verbal bullying** – name calling, swearing, taunting or insulting a child's family, making offensive comments.

- **Indirect bullying** – excluding an individual from a group or spreading hurtful and untruthful rumours.
- **Cyber bullying** – the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else. This can be defined as the use of information technology, particularly mobile phones and the internet, deliberately to upset someone. These methods should be sustained over a period of time to be seen as bullying. This may take various forms; threats can be sent through the use of mobile phones. Unwanted text messages, email, comments on websites, social network sites or message boards.

Sources of bullying could be:-

- **Homophobic and Transphobic bullying**-Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people or transgender.
- **Racial bullying** –Racial bullying occurs when bullying is motivated by a prejudice against differences due to ethnic grouping or cultural practices.
- **Bullying based on Religion** – when bullying is motivated by prejudice towards a person due to their religion.

However this list is not exhaustive.

There are instances when children disagree and fall out, resulting in name-calling and telling tales. Such behaviour, while unacceptable, does not constitute bullying.

1. Introduction

This policy has been developed in consultation with teaching and support staff, children through the school council and Governors. The policy itself is a key vehicle for communicating the anti-bullying position of the school with staff, children, parents and the wider community.

The policy was written in conjunction with relevant legal guidance within the Education and Inspections Act 2006 (& Revised 2011 Education Act), Section 89 which sets out the following statutory obligations:

‘Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s Behaviour policy which must be communicated to all pupils, school, staff and parents’

The policy recognises the requirements of the Equality Act 2010 which:

'Strengthens and simplifies existing equality legislation and brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.'

The policy reflects practice advised by the Safeguarding and Child Protection - Children's Act (2002) under this act:

'A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.'

It also reflects current government guidance within the document; Department for Education Advice: Preventing and Tackling Bullying (advice for head teachers, staff and governing bodies 2012).

The policy has links with the following school policies already in place; Child Protection, Behaviour, E-safety.

This policy was also written in conjunction with the following documents:

- Safe to learn Documents (DCSF 2007)
- ECM (2004)
- Bullying – A charter for action (2004)
- Exploring the school's actions to prevent and tackle homophobic and transphobic bullying (2013)

2. Context

The Governors and staff at St James' Primary School are firmly opposed to all forms of bullying. Each pupil has a right to enjoy an education free from fear and distress. The school will act firmly and promptly in cases of bullying.

As with all our school policies, this policy is underpinned by our school values of; friendship, honesty, love, forgiveness, trust, kindness, hope, courage and respect. These support all of our work in school and is reflected in our mission statement:

'Together we value, inspire and develop each child within a happy, safe community based on Christian values and respect for other faiths.'

3. Policy Aims

This policy makes clear to all parties within the school community their roles and responsibilities in preventing and responding to bullying incidents. In addition, it impresses on all such parties their role in ensuring that the head teacher is made aware of bullying incidents should they occur.

Evidence shows that bullying has a destructive and harmful impact on the lives of children, young people and adults, not only on those being bullied but also on the perpetrator and those who stand by. Therefore we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This policy aims:

- To clarify the definition of the term bullying
- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To reduce and, if possible to eradicate instance of all types of bullying.
- To produce a clear and consistent school approach to reporting and managing any incidents.

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for the behaviour.

These aims strive to promote an environment where children feel safe to learn and play, enabling them to achieve and make positive contributions to school life and the wider community.

4. Objectives

To achieve these aims the following objectives are embedded across the whole school community:

- a) To communicate to staff, children, parents and governors our definition of 'bullying'.
- b) To provide staff with clear procedures to follow in the event of bullying incidents and ensure consistency across the whole school by providing regular staff training and induction for new staff.
- c) To make staff and children aware of their responsibility to set, communicate and model clear standards of behaviour (see related Behaviour policy).
- d) To establish an ethos that promotes positive behaviour, tolerance and respect, including respect for difference and diversity (see related Behaviour policy) and to develop the school values of forgiveness in resolving conflict.
- e) To address anti-bullying through assemblies, friendship week's and whole school codes of conduct which develop empathy for others. In addition to the use of PSHE, SEAL, creative learning and circle time resources to support teaching as needed, raise awareness of bullying and ensure children recognise it will not be tolerated. Children are given an opportunity to learn about bullying across the age ranges. For example in Reception and Year 1 it is included under the heading of 'Friendship' and in KS2 bullying is included in PSHE activities. Bullying may also be addressed through collective worship, circle time, SEAL and the Life Education Van.
- f) To create an environment where all parties are encouraged to disclose bullying behaviour.
- g) To safeguard individuals who have experienced bullying and trigger sources of support, including collaboration with appropriate outside agencies when necessary.
- h) To provide drop-in access to our family support worker when necessary.

i) To use our knowledge of individual children and their circumstances to best address their needs and/or behaviour.

5. Policy Coverage

This policy covers all incidents of bullying when children are under our supervision e.g. on the school site, school visits, school transport, trips, extended school activities and school web sites. Under relevant guidance within the Education and Inspections Act 2006 (& Revised 2011 Education Act), Section 89, the scope of this policy also extends to incidents which occur outside of school when:

'Head teachers have the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.'

6. Recognising signs of bullying

Someone who is being bullied may:

- be frightened of walking to or from school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- begin doing badly in school work
- have unexplained bruises, scratches, cuts
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself

7. The role of the head teacher and Governors

The school will fulfil its legal duty to ensure its pupils do not come to harm. It is the responsibility of the head teacher to ensure that all staff are aware of the policy and how to manage and report bullying incidents. On a termly basis, or on request, the head teacher will report to the governing body about the effectiveness of the anti-bullying policy and the number of bullying incidents which have been reported and investigated.

It is a legal obligation for the head teacher to report a single incident of racist, homophobic or sexual harassment bullying under the Hate Crime Act. The Local Authority individual reporting forms are sent to the community cohesion team (including nil returns). Should an incident of this kind occur, the head teacher would seek clarification and support from external agencies, and follow guidance on the stonewall.org.uk website.

The Governors support the head teacher in all attempts to prevent and eliminate bullying from our school. This policy statement makes it very clear that Governors do not condone bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

8. Guidance for Governors

The ABA document: Tackling Bullying in Schools: A Governors Guide (January 2011) advises Governors on the prevention and response to bullying. Recommendations for best practice include:

- a) Give a Governor a lead role in addressing bullying.
- b) Include bullying as a regular standing item at your meetings and ask the head teacher to provide the Governor with relevant data to support discussion.
- c) Make sure that as a Governor and as a school you are meeting all your statutory duties with regard to behaviour and bullying (note: this includes compliance with equalities legislation).
- d) Make sure that Governors and the wider school community have a shared definition of bullying; an anti-bullying policy that is understood by all; and that pupils, staff and parents and carers are well informed about procedures and know how to effectively address bullying.
- e) Work with the head teacher to take a whole-school approach to preventing and responding to bullying (work together to complete the ABA School Assessment Tool).
- f) Create opportunities to consult with and involve pupils, parents and carers in the school's approach to bullying and behaviour.

- g) Be clear about your procedures should a serious incident of bullying behaviour occur.
- h) Listen to parents who complain and show them that you take behaviour and bullying seriously and will change school practice where necessary.
- i) Build partnerships in the wider community and work together to address bullying behaviour inside and outside of the school.
- j) Find out which agencies and voluntary organisations can offer support to your school.

9. Guidance for staff: managing incidents of bullying

We aim to establish a climate of trust and respect for all and encourage children to speak out and disclose any incidents of bullying. We believe that to bring such incidents to the attention of an adult, it often takes great courage on the part of the victim. As a school it is our responsibility, when bullying does occur, to take steps to stop the bullying from continuing and ensure that the victim and perpetrator are supported.

It is vital that all allegations of bullying are taken seriously and appropriate action is taken. Staff must investigate each and every incident or complaint. To have the incident dismissed can give the message that bullying is acceptable or unimportant.

In cases of bullying or reported bullying staff should:

- a) Ask the person reporting the incident to explain exactly what has happened and reassure the victims involved.
- b) Refer to the ABA definition of bullying to determine if the incident is 'bullying' and draw on children's understanding of our STOP definition (Several Times On Purpose) if needed.
- c) Situations where it is deemed that bullying has not taken place but behaviour has been unacceptable, for example, instances when children disagree or fall out resulting in pushing or minor scuffles, isolated name-calling or excluding others from groups will be treated in accordance with our Behaviour policy. These are to be recorded and kept with the behaviour leader.
- d) If there is no behaviour form completed, a '**Bullying Concern**' form (*see Appendix one, copies kept on staffroom notice board*) should be completed and also kept in the Behaviour File. This will allow us to track any repetitive behaviour over time.

(See Appendix Three)

Whilst at St. James' we accept that those who bully need our help, they must learn to accept the consequences of their actions. If necessary, parents will be invited to discuss incidents with the Headteacher and a constructive plan of action will be drawn up. If bullying is persistent, then the Head teacher will inform the child's parents and a joint plan of action will be drawn up. Often the bully needs as much support as the victim.

10. Guidance for Parents/ Carers

The school endeavours to have open, supportive communications with parents/carers in relation to all bullying incidents. Parents / carers, who are concerned their child may be being bullied, or who suspect their child is the perpetrator of bullying, should contact the class teacher immediately. Parents/carers have a responsibility to support the school's anti-bullying policy and actively encourage their child to be a positive member of school.

In cases of bullying or suspected bullying parents/carers should:

- a) Reassure your child and ask them exactly what happened.
- b) Establish if this is an isolated incident or if there has been persistent, hurtful behaviour without leading them to use the term 'bullying'.
- c) Speak to your child's class teacher first about your concern.
- d) If after investigation it is found that bullying is an issue, an opportunity will be given to work with the class teacher to develop an action plan that will safeguard your child and trigger appropriate support to enable them to build resilience skills for the future.
- e) Access to support will be available for both parents/carers and children involved.
- f) Maintain communication and dialogue with your child's class teacher to review the situation. This is really important to us so that we know what is working and what we need to change to help support your child.
- g) If you are not satisfied with the level of response contact Senior Leaders or the head teacher.
- h) If you remain unsatisfied with the school's response refer to the School Complaints policy for procedures to follow.
- i) We strongly encourage that we do not expect parents to intervene directly with children or the parents/carers of children they believe to be responsible.

11. Confidentiality

All incidents of bullying are reported in full confidence and all individuals involved should work together to overcome the issues. This is achieved by the following strategies:

- Incidents can be reported confidentially;
- That all involved in the incident are listened to empathetically by professionals, parents/carer and peers;
- Victims of bullying are encouraged to report what has happened;
- Victims are reassured that it is not their fault and that they build resilience skills for future life;
- Professionals work in collaboration with parents/ carers when appropriate;
- Schools include a procedure for parental complaints in their anti bullying policy.

12. Reviewing and monitoring the policy

The school will regularly monitor and evaluate bullying by monitoring through the use of:

- a) Records of all concerns and bullying incidents on 'Bullying Concern' and 'Bullying Incident' forms which are kept in the head teacher's office.
- b) A range of data from pupil surveys and questionnaires.
- c) School council initiatives.
- d) Records of peer mentoring initiatives e.g. play leaders and buddy schemes.
- e) Parental complaints.
- f) Discussions at staff meetings



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Appendix One

Bullying Concern Form

This form should be completed in the event of a reported incident of 'bullying' from a parent or carer, child or member of staff which after referring to the schools definition is deemed to not be bullying.

Please record details of the incident and any action take if any, on this form. Once completed, these should be given to the Behaviour Leader to track any recurring behaviours over time.

Date	Details of Reported Incident	Any Actions Taken

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Signed: _____ Name (printed): _____

Date handed to behaviour leader: _____

Behaviour leader received – signed: _____ Date: _____



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Appendix Two

Bullying Incidence Form

This form should only be completed in the event that it is deemed bullying has/is taking place. Our Anti-bullying policy definition should always be the point of reference to determine whether an incidence is considered to be bullying or not:

“The repetitive, intentional hurting of one person by another (s), where the relationship involves an imbalance of power.”

Staff should record details surrounding the matter which have been shared by parents/ carers, children or other members of staff. Once completed, these forms should be given to the behaviour leader and Designated Safeguarding Person who will be involved in the development of an action plan to support both the victim and perpetrator. The Head teacher should be made aware of the report.

Date	Details of Reported Bullying	Any Actions Taken

Signed: _____ Name (printed): _____

Date handed to behaviour leader: _____

Behaviour leader received – signed: _____ Date: _____

Appendix Three

A Quick Reference Guide for Primary Teaching Staff

Immediate response to a child after an incident/disclosure of bullying

Suggested Procedures

Stage 1

- Reassure the child
- Ensure the safety of the child
- Assess the level of the distress
- If relevant, check for injury and take appropriate, necessary action
- Give lots of praise and reassurance.

Stage 2

- Reassure the child they were right to tell
- If the child is very upset, for example can't speak, wait to talk to the child, if possible
- Be patient and give the child time to tell their story in their own words
- Explain that you will note down the incident on the bullying concern form
- Listen very carefully to the child's account
- Try not to criticise the behaviour of other child/ren involved
- Accept what is being said- keep an open mind
- Ask open questions "Anything else to tell me?" try not to ask leading questions e.g. "What did s/he do next?"
- Use prompts such as "yes" – "and"
- Recount the story back to the child, clarify you have the correct account
- Ask the child what s/he would like to happen next!

- Depending on his/her response, agree with the child may be anxious about the reactions of the adults and also the actions of the bully
- Offer immediate support and plan together what will happen for the rest of the day to ensure safety in school and on the way home
- Inform appropriate line manager and follow school policy.

Stage 3

- Make sure you have the child fully supervised if there is an issue of safety
- Consider allowing him/her to stay in school at breaks and lunchtime if necessary either supervised or with a trusted friend
- Before the end of the day explain what the school will do to make sure the bullying behaviour doesn't re-occur either on the way home or on the following day. This will help to ease any anxiety the child may have overnight.

Stage 4

- Follow up next day and inform the appropriate line manager- continue flow-up during the week
- Monitor regularly.