

Spalding Parish Church of England Day School

*Wholly inclusive, striving for fulfilment,
empowering the flourishing of our world.*



Anti Bullying Policy

Date of Policy:

November 2021

Adopted by Local Council:

November 2021

Signed by Chair of Governors:

Revised Policy: November '21		
Revised Policy: November '23		

Spalding Parish Church of England Day School Anti-Bullying Policy

1) Introduction

‘So in everything, do to others what you would have them do to you.’ Matthew 7:12

At Spalding Parish Church of England Day School, we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping students with strategies for dealing with bullying should they encounter it.

2) Aims and Objectives

Bullying is wrong and damages individuals. We at Spalding Parish Church of England Day School therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our school Behaviour Policy and the school’s values and ethos underpin our commitment to ensure that every child understands what behaviours are expected of them.

The school aims to provide a safe and secure environment where all can learn without anxiety. Through specific curriculum work such as Personal, Social, Health Education (PSHE) we teach children about socially acceptable behaviour and about how to deal with unacceptable behaviour. Through these we aim to reduce the likelihood of bullying and have a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities regarding the eradication of bullying in our school community.

All members of the Governing Body, staff, children and parents should have a joint understanding of what bullying is and what the school’s procedures are for responding to bullying. Information will be shared on the school website, through regular events and/or workshops for parents/carers.





This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2019.

Bullying of staff by children, parents or colleagues, is unacceptable, both on the premises and through social media. Where this occurs the Governors and the Head Teacher will follow the appropriate procedures, which may result in the exclusion from the school premises for a fixed period. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.




Definition of bullying

Bullying is ***“Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”*** (DfE Preventing and Tackling Bullying, 2017)

What is bullying?

-  Bullying is behaviour that deliberately makes another person feel uncomfortable, distressed or threatened.
-  Bullying is constantly repeated over time.
-  Bullying makes those being bullied feel powerless to defend themselves.
-  Bullying does not follow **any** of our **Christian Values** of Compassion, Trust, Friendship and Hope.

Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:





-  physical - size of people involved, number of people involved
-  psychological – knowing what upsets someone and deliberately doing it
-  socially – deliberately isolating someone

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.








Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.






An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

Why are we against bullying?

-  Everyone has the right to feel welcome, safe, secure, comfortable and happy
-  Everyone should be valued
-  We should treat everyone with consideration and respect – which also leads into our Christian Values
-  Bullying is against the law

What types of bullying are there?







-  **Emotional** (being unfriendly, excluding, tormenting, threatening behaviour, someone may do something so that someone else gets the blame)
-  **Verbal** (name calling, sarcasm, spreading rumours, teasing, using inappropriate language)
-  **Physical** (pushing, kicking, hitting, punching or any use of violence)
-  **Non-verbal** (deliberately excluding people from groups, threats)
-  **Extortion** (demanding money/goods with threats)
-  **Cyber** (all areas of internet, email and internet chatroom misuse) Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities, including those on mobile phones. Blackmail and humiliation by use of photographs or video on internet sites.
-  Relating to **Race and Culture** (racial taunts, graffiti, gestures)

-  Relating to **Sexual Issues** (unwanted physical contact, sexually abusive comments including sexual harassment and sexual violence)
-  Relating to **Sexual Orientation** - homophobic/LGBTQ+ (ridicule, gestures, malicious warning others about a person, put downs, insults, etc.)
-  Relating to **Special Needs and Disability**
e.g.
 - physical jibes
 - sensory or hidden
 - a specific condition, such as autism, dyslexia
 - mimicking
 - fiddling with aids
 - neglecting
 - teasing someone who struggles with aspects of learning or is seen as clever or hardworking
-  Gender
 - Can't do this you're a boy/girl
 - Expected to conform to stereotypes
-  Relating to **Perceived Differences** (the way someone looks, talks, etc.)

How can we prevent Bullying?






We are a **TELLING** school. We encourage and support all members of our school community to report bullying. Children may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our children feel and are safe.

Our school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

-  Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
-  Regular praise of positive and supportive behaviour by all staff.
-  Work in school to develop empathy and emotional intelligence and prejudice.
-  Any incidents are treated seriously and dealt with immediately.
-  Provide age appropriate information (posters, leaflets) in school about bullying
-  Be a good role model to others.










Why is it important to respond to bullying?

Bullying Hurts Everyone!

-  Everybody has the right to be treated with respect
-  Everybody has the right to feel happy and safe
-  No one deserves to be a victim of bullying
-  Bullies need to learn how it affects others and to accept that their behaviour will not be tolerated
-  Bullying does not follow our school ethos and Christian values



























Where does bullying happen?

In School:

-  toilets
-  playgrounds
-  corridors
-  cloakrooms
-  classrooms (during and in between lessons)
-  dining hall
-  to and from school
-  In taxi's/journeys, for example:
 - Passing through unsafe areas
-  Play and Leisure
 - Home
 - Out of School Clubs
 - Park
 - Playing out at home














What are the signs and symptoms of bullying?

A child may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the child;

-  Is frightened of walking to or from school or changes route
-  Doesn't want to go on the school / taxi
-  Begs to be driven to school
-  Changes their usual routine
-  Is unwilling to go to school (school phobic)
-  Begins to truant
-  Becomes withdrawn, anxious or lacking in confidence
-  Becomes aggressive, abusive, disruptive or unreasonable
-  Starts stammering
-  Threatens or attempts self-harm or worse
-  Threatens or attempts to run away
-  Cries themselves to sleep at night or has nightmares
-  Feels ill in the morning on a regular basis
-  Performance in school work begins to drop
-  Comes home with clothes torn, property damaged or 'missing'
-  Asks for money or starts stealing money
-  Has dinner or other monies continually 'lost'
-  Has unexplained cuts or bruises
-  Comes home 'starving'
-  Bullying others
-  Changes in eating habits
-  Is frightened to say what is wrong
-  Afraid to use the internet or mobile phone
-  Nervous or jumpy when a cyber message is received
-  Gives improbable excuses for their behaviour.
-  Bedwetting






What causes Bullying?

People bully for different reasons. The reasons could be:

-  to feel powerful
-  jealousy
-  to feel good about themselves
-  to be in control
-  because they want something (attention, possession or friends)
-  to look good in front of other people
-  to feel popular
-  because of peer pressure
-  because of prejudice (this could be due to lack of understanding)
-  to be big/clever
-  for fun
-  because they are being bullied themselves
-  because they see and pick on an easy target- someone who is weaker than them (small, won't tell anyone, lonely or different in some way)

Our school will respond promptly and effectively to reported incidents of bullying

What should happen in response to bullying?

-  **TELL – you could discuss it with the Bully – let them know how you feel**
-  it is important to tell someone
-  if bullying happens it will be dealt with quickly and effectively
-  it is the responsibility of all staff to respond to incidents of bullying in line with the school safeguarding policy
-  If the bullying is carried out online, use the CEOPs button

3) Roles and Responsibilities

The Role of Staff

Teachers are trained to use a range of methods to help prevent bullying such as drama, role-play, stories, circle time etc. within the formal curriculum; to establish a climate of trust and respect for all, helping pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Teachers also teach children about bullying through our PSHE curriculum. We also work with the children doing activities during anti bullying focus days and weeks.

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- If teachers witness an act of bullying, they will initially investigate it themselves.
- They will log this behaviour as they do any other behaviour using the school's Scholar Pack and inform Phase Leads.
- If an incident is seen to be bullying (a serious incident or regular minor incidents) then the Phase Leads will complete the Bullying Referral Form and complete the Checklist for Managing a Bullying Incident (See Appendix 1) and discuss meeting notes and agreed outcomes with the SLT.

If bullying is reported to a member of staff they will record the details as presented to them and pass these on to a member of the Phase Leads who will investigate this and inform the SLT, where it will be added to the log in the Bullying File kept in the Senior Leadership Team office. Due to the Child Protection policy no promise of confidentiality can be given.

Where an incident involves sexual violence or sexual harassment refer to Child Protection procedures in line with Keeping Children Safe in Education, 2019.

During the investigations care must be promoted for the child who perceives themselves as being bullied as well as the alleged child showing bullying behaviour.

Time out / reflection time may be used if deemed appropriate during the investigation.

Parents should be informed and will be asked to come in to a meeting to discuss the problem as part of the investigation.

Consequences may be applied where bullying is identified.

Where bullying is occurring the school will use Phase Leads and SLT to support the victim and to work with the perpetrator through the use of Restorative Practice principles and where needed the Restorative Practice service where more specialised support is required (only with the consent of parent/carers).

If a child is repeatedly involved in bullying other children, then the parents of such children will be expected to attend regular meetings with the Head Teacher and/or SLT to discuss expectations and strategies to support the child and to monitor progress.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement and ensure all staff are aware of the School Anti-Bullying Policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Board of Governors about the effectiveness of the policy.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. This is delivered through Collective Worship, our PSHE curriculum, national anti-bullying week and specific localised work if an incident occurs.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Teacher will be informed of specific behaviour issues and persistent bullying incidents by the SENCo.

The Role of Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.

Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.

Parent/carers have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school. Parents/carers will be expected to work with the school if their child is the perpetrator of bullying.

If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, class worry boxes, School Council or to our SEMH lead.

Children who witness bullying or an incident which they feel may be bullying must also tell a trusted adult.

The Role of Governors

The Local Council supports the Head Teacher in all attempts to eliminate bullying from our school. The Local Council will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The Local Council require the school, overseen by the Head Teacher, to keep accurate records of all incidents of bullying, and to report to the Local Council about incidents of bullying and the impact of measures to combat this.

Equal Opportunities

In implementing this policy all members of staff must consider the school's Equal Opportunities policy. Staff must ensure that no child is involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

4) Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Local Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Local Council to ensure that the school policy is administered fairly and consistently.

The Local Council reviews this policy every two years or earlier if it is felt appropriate.

APPENDIX 1: CHECKLIST FOR MANAGING A BULLYING INCIDENT

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

Students named in incident:

Date:

Checklist	Tick/date on completion
Pupil tells you that s/he is being bullied or the incident is observed.	
Report to Phase Lead (in first instance).	
Record incident(s) on CPOMs.	
Ensure that a member of the Leadership Team meets with all those involved in potential bullying (perpetrator, victim and witness(es) and records their responses.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying Policy and relevant policies. Using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to Designated Safeguarding Lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the those involved of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of victim and preparator of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, report the incident to the police, take advice from local PSCO or inform parents that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation regularly and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place	