



St. John's C.E. Primary School

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Policy for: Anti-Bullying

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Date Ratified by FGB	Summer Term 2024
Where published / Displayed	School Website / Staff Shared Area
Review Date	Summer Term 2027
Target Audience	Staff, Governors & Parents
Is this a Statutory Document?	Yes

St John's CE Primary Anti-Bullying Policy



Aim

At St. John's C.E. Primary school we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and expected to treat each other with respect and kindness.

Bullying of any kind is unacceptable and will not be identified and thoughtfully dealt with at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

Through our Christian values, we actively promote respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed fully to adhering to the Equality Act 2010 which declares that, in general discrimination against people on account of them having a 'protected characteristic' should not happen. The recognized 'protected characteristics' in this legislation are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the, purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often but not always, repeated overtime, which involves a real or perceived power imbalance.

Or

'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

We acknowledge that bullying takes many forms and may include relationships, intimate relationships, online or face-face.

We use the acronym **STOP** as a method to make our definition of bullying clear to all children, staff, parents/carers and Governors. **Several Times On Purpose**

We also use **STOP** as an action or step, to encourage anyone experiencing, witnessing or delivering bullying to communicate their experiences in order that actions can be taken to address the issue:

Start Telling Other People

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT+ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can increase vulnerability

Some groups of children and young people are understood to be more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- from the LGBT+ community or those who may be exploring their gender identity
- have English as a second language
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

- experienced poverty or deprivation

Methods of bullying

There are a number of methods of bullying behaviours that which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

Peer Abuse – children and young people who harm others (also referred to as Peer-on peer abuse): Peer-on peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case by case basis (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation or gender identity (LGBT+ phobia)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people
- Cyber Bullying: Shaming people online, encouraging people to self-harm, creating fake accounts.
- Emotional – threatening or humiliating
- Exclusion – isolating individuals and controlling behaviour

No form of bullying will be accepted and all incidents will be taken seriously.

Hate Crime

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored. Follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom behaviour book. Staff should be encouraged to report the use of derogatory language through their own school systems.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a 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 intervention

Possible indicators of being a victim of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity not wanting to talk about it or share experiences
- shows evidence of self-harming or suicidal ideology
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

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

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- A child-friendly anti-bullying policy which is displayed in classrooms ensures all pupils understand and support the anti-bullying policy
- 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. As part of our curriculum, we use the ABCD resource which includes homophobic and racial bullying, cyberbullying and discrimination towards disabilities.
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity and inclusivity are continually celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week,
- The school values equality and respect and these are embedded across the curriculum to ensure that it is as inclusive as possible
- Play leaders, RA Champions and School Council representatives offer support to all pupils, including those who may have been the target of bullying
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups through School Council meetings and pupil surveys in the summer term.
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.

Reporting – roles and responsibilities

Senior staff:

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and school community and that the school upholds its duty to promote the safety and well-being of all young people.

Staff:

All school staff, both teaching and non-teaching (for example midday supervisors, caretaker and office team) and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The following staff member is our anti-bullying lead: Mr David Middleborough who can be contacted at david.middleborough@st-johns.stockport.sch.uk.

Parents and carers:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

We find that it is much more effective to speak to the school direct when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff. Contact details are available on the schools website.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, etc) also need to be made aware of the schools policy and the reporting of incidents.

Dealing with an Incident

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

- Staff will investigate and record the bullying on the schools incident reporting form.

Restorative meetings should be held for any incident, which is deemed to be Race or Hate related including homophobic and transphobic incidents

- Designated school staff will monitor incident reporting forms and information recorded on other school recording systems analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- We will offer support to all involved within a bullying incident. Individual meetings will be held with all parties to devise a plan of action that ensures all feel listened to and supported
- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the 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 as outlined in this policy.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Training and Awareness

The head teacher is responsible for ensuring that all school staff and volunteers receive regular training on all aspects of the anti-bullying policy.

Recording and Reporting

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff and volunteers will use the agreed reporting format.

Monitoring and Evaluation

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 their half termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 3 years.

Links to other school policies

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and Diversity policy

Equality Act 2010 including the protected characteristics

Behaviour policy

Care and control policy

PSHE policy

Peer on Peer Abuse

Respect Policy and Charter

Safeguarding policy

Responsible Use policy

School Improvement Plan