



St Stephen's Tockholes Church of England Primary School

Anti- bullying policy

2018-19

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

Mark 12:30-31

As a Christian school we aim to love and serve God first and ourselves and others second. The daily witness for Christ must be demonstrated, not only in word, but also in deed, in caring for our neighbour and showing compassion. Our schools should be places which recognise that every child and young person should be given the support, encouragement and opportunities to flourish in their potential as a child of God.

This policy reflects our school vision and values as a Church of England school where all the members of the school community are loved by God and all are encouraged to live out that love by welcoming and valuing each other. This will include being able to respect each other even when individuals may hold different points of view from each other. As a Christian school we aim to love and serve God first and ourselves and others second.

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School Context

St Stephen's Tockholes is a voluntary aided new Church of England Primary School, situated in a rural village near the Blackburn and Darwen border. The school has been in existence on its current site since 1894 but has served the local community since 1834.

The school has two mixed classes and the maximum capacity is 70. Children are taught in mixed key stage classes according to their age.

Our Mission Statement

Inspiring God's Children to achieve their full potential. We are a small school but big enough to care and inspire all children. We provide a safe Christian environment for all to work and play together.



Our Core Values

School statement

We believe that all people are made in the image of God (Gen 1:27) and are unconditionally loved by God. We believe that everyone is equal in the sight of God because we recognise that none of us can live up to the “holiness” of God. As a result we treat each other with dignity and respect striving to live lives that reflect our Christian values of:

Hope, Forgiveness, Compassion, Community, Friendship, Humility underpinned by Love.

We seek that each person be enabled to flourish whatever their differences.

Aims ad Values 2018--2021

Hope

To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential.

Forgiveness

To encourage respect, understanding for and forgiveness of each other.

Compassion

To inspire children to show compassion for others within school and in local and global communities.

Community

To strengthen links with the local community and Church.

To develop an inclusive community where all are included and all are valued.

Friendship

To equip children to develop socially and emotionally; having due regard for other peoples’ feeling and situations. Developing empathy, resilience and self-confidence.

Humility

To inspire empathy and compassion, putting the needs of others before themselves.



Current government and Church of England guidance used to develop this policy

- *Safe to learn: Embedding anti bullying work in schools* (DCFS-00656-2007)
- *Cyberbullying* (DCFS 00658-2007)
- *Homophobic Bullying* (DCFS 00668-2007)
- Valuing all God's Children Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf
- Blackburn Diocesan Board of Education Anti Bullying Guidance

School Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community. The Christian vision and values of the school should lead to a diminishing of any such behaviour.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several

Times

On

Purpose

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying



Bullying could be based on many things, including:

- Race
- Religion or belief
- Special Educational Needs or disability
- Culture or class
- Appearance or health conditions
- Sexual orientation or Gender identity (homophobic, biphobic, transphobic)
- Gender
- Related to home or other personal circumstances

Reporting bullying

Staff Roles and Responsibilities

All staff are to be made clear about their roles and responsibilities in preventing and responding to bullying incidents including their responsibility to model positive relationships.

The named member of staff responsible for dealing with anti bullying incidents is Alison Ashworth-Taylor

The role of the Senior Leadership Team

- All incidents involving allegations of bullying have to be immediately referred to the Assistant Headteacher s who will discuss with the Executive Headteacher . All allegations will be investigated on the same day and parents will be informed immediately. Exclusion may be considered but advice will be taken by the Local Education Authority.
- The Executive Headteacher has the overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- It is the responsibility of the Executive Headteacher to implement the school 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 incidents of bullying.
- The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Executive Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Headteacher may decide to use worship times as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Executive Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.



- The Executive Headteacher 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.

The role of governors

- The governing body supports the Executive Headteacher 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 Executive Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- Governing Board ensures the implementation of the anti-bullying policy and monitors reports of bullying in the school on a termly basis.
- The governing body has adopted the Blackburn with Darwen “Charter for Action for bullying”, in March 2006.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of staff

- All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying
- All incidents involving allegations of bullying have to be immediately referred to the Executive Headteacher or member of the Senior management team. All allegations will be investigated on the same day and parents will be informed immediately. Exclusion may be considered but advice will be taken by the Local Education Authority.
- Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- If staff witness an act of bullying, they do all they can to support the child who is being bullied.
- If a child is being bullied over a period of time, then, after consultation with the Executive Headteacher, the teacher informs the child’s parents.
- If, as staff, 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 punishment for the child who has carried out the bullying.
- We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Executive Headteacher and the special needs co-ordinator. We 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 Executive Headteacher may contact external support agencies such as the social services. Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Staff 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.

The role of parents

- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying while also supporting the school in following policy.
- Parents, 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 or the Executive Headteacher .
- 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.

Pupils

- The Christian vision and values of the school "respect all " so pupils should not take part in any kind of bullying and should watch out for signs of deliberate and repeated threatening behaviour among their peers. If any is noticed they should offer support to the victim and encourage them to report it.

Responding to bullying

1. Teachers will record the bullying incident centrally on CPOMS.
2. The Child and Family Worker Gill Boyes will monitor incident reporting on CPOMS.
3. If an incident does occur the designated school staff will produce a report summarising the information which the Executive Headteacher will report to the governing body.
4. Support will be offered to the victim of the bullying from the Child and Family Worker Gill Boyes .
5. Staff will proactively respond to the bully who may require support from the Child and Family Worker Gill Boyes .
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Following Jesus' example we do not tolerate injustice and bullying whether it takes place inside or outside of school. The nature of cyber bullying in particular means that it can impact on pupils 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 outlined in this policy. The school is active in addressing responsible and respectful use of social media. The school is active in supporting parents to take responsibility for their child's respectful use of social media especially in such a fast changing environment. Staff will assess whether any other authorities (such as police or local authority) need to be involved.



Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on (the incident log, SIMS or other school databases) and follow up actions and sanctions, 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 log.

Prejudiced 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 Executive Headteacher 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 interventions

School strategies to prevent and tackle bullying

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

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The whole school curriculum is used to highlight and explore the anti-bullying commitment of the school. There are more extensive opportunities to explore anti-bullying themes within the PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Together with the PSHE curriculum, the Religious Education programme of study also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice systems provide support to victims of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups .
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.



Training

- The Executive Headteacher is responsible for ensuring that all school staff and adults working in school receive training on the vision and Christian Values of the school and on the anti-bullying policy.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Executive Headteacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Executive Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Evaluating and reviewing

- The Executive Headteacher is responsible for ensuring that the vision and Christian Values of the school are rigorously applied to the anti-bullying work in the school and in reporting termly to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for supporting the vision and values and evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months.

Date of Last review:

Executive Headteacher signed:

Date:

Chair of governors signed:

Date: