



Anti-Bullying Policy

*'Join together to support and encourage one another to promote
love and good works'*

Hebrews 10:2

Approved at Full Governing Body Meeting: March 2023

Review date: March 2024

OUR MISSION STATEMENT

'Love Faith. Love People. Love Learning'

We are a UNICEF Rights Respecting School.

This policy links directly with Article 2, Article 3 and Article 19

'All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.'

'All adults should do what is best for a child. When adults make decisions, they should think about how their decisions will affect children.'

'You have the right to be protected from being hurt and mistreated, in body or mind.'

Other Policies

Other relevant documentation: Behaviour Policy, Special Needs Policy, Racial Equality Policy

Our Vision Statement

We seek to ensure that all who work and learn at Bidston Village C.E. Primary School feel safe, happy, valued and respected within our Christian community. We aspire that all children who attend our school acquire Christian values that guide them through later life so that they become decent, constructive members of the community and society in general.

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell a teacher or adult whom you feel you can trust
- Tell a member of the school's pupil parliament representative or Anti-Bullying ambassador
- Tell a friend
- Go to the Friendship Benches on their playgrounds and speak to a Play Leader
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of PSCHE time
- Ring Childline (0800 1111) and follow the advice given

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- Clear and consistent rewards and sanctions (in line with the school behaviour and discipline policy)
- Parental surveys
- Parental consultations
- Pupil Parliament meetings
- Pastoral support (extra-curricular activities, support programmes)
- Participation in an Anti-bullying Week.

Aims and Objectives of this Policy

Whilst we cannot guarantee that bullying does not occur, the overall aim of this policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos.

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and should recognise signs of bullying.

All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Provide training and support for all staff. An anti-bullying policy will only be effective if all staff and volunteers receive adequate training to enable them to apply it fairly, consistently and responsibly. Top up training at regular intervals will take account of ongoing cycles of evaluation and review. When new members join the organisation, full training on the use of the policy will be a key feature of their induction.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Bidston Village is considered to be, "unacceptable behaviour which occurs 'several times, on purpose' (S.T.O.P.).

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional/Indirect; staring, glaring, leaving people out, making up stories, spreading rumours, isolating people from activities or friends.
- Verbal; being unkind about a disability, gender, sexuality or differences, making racist remarks or name calling
- Physical: pushing, kicking, biting, hitting, punching or any use of violence or aggression
- Racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality

- Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing and Cyber bullying
- Technological/Cyber; using technology to hurt a person, text messages, internet, social media. Remember technological bullying is not restricted to the internet.
- Misuse of associated technology: camera and video facilities, ipad, games consoles

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

What is online bullying/cyberbullying?

Online bullying or cyberbullying can be described as the use of ICT, mobile phones and the internet to deliberately upset someone else. It includes:

- text message bullying
- picture/video-clip bullying via mobile phone cameras
- bullying via mobile phones and mobile phone apps
- email bullying
- chat room bullying
- bullying through instant messaging
- bullying via social networking sites.

Although in many respects it carries similar features to other types of bullying, it also has some distinct characteristics:

- it invades the home and personal space
- it can reach a vast number of people very quickly
- electronically circulated messages are difficult to control
- the bullying can feel relatively anonymous
- there can be a large number of 'bystanders' or 'accessories'
- much of the bullying (if not all) might take place out of school.

Cyberbullying is particularly invasive and can be very difficult to eliminate. It can begin as a joke or relatively innocently and quickly escalate into a very destructive and upsetting means of targeting individuals.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Pupils with **Special Educational Needs** or **disabilities** may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) or truants
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Anti-bullying Team

The following list details the members of our Anti- bullying team. They are responsible for the development of the anti-bullying policy and practice in our school:

Mrs Hazeldine (Headteacher)

Mrs John (Deputy Headteacher)

Mrs Gould-Jones (Behaviour Lead)

Mrs Cowley (Family Liaison Officer)

Mrs Jones (HLTA and learning Mentor)

Mrs Beacall (Senior mid-day supervisor)

Raising Awareness

At Bidston Village we advocate the importance of raising awareness of anti-bullying within the whole school community. We do this through:

- PSHE/Circle time lessons (using the Jigsaw teaching programme)
- Assemblies
- Regular newsletters
- Anti-bullying notice board
- Regular meetings with our Anti- bullying ambassadors
- Creation of a child-friendly anti-bullying policy
- School website
- Governor's meetings

Consultation Process

All stakeholders (pupils, staff, governors, parents and members of the wider school community) have been consulted about our anti-bullying policy. This helps us to set targets for the coming school year.

Why is it Important to Respond to Bullying?

- Everybody has the right to be treated with respect.
- Bullying hurts.
- No one deserves to be a victim of bullying.
- Bullying has the potential to damage the mental health of a victim.
- Pupils who are bullying need to learn different ways of behaving.
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How we will respond to bullying (Monitoring and Recording)

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body.

Incidences of bullying will be recorded. This would include incidents where staff have had to become involved and speak with children and/or where parents have raised concerns regarding bullying. All incidents will be recorded using our internal safeguarding system (CPOMS). Staff will ensure that all incidents are dealt with in a consistent manner.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. It is therefore important that pupils and parents report suspicions of bullying to members of staff within school. In light of this, parents are encouraged to raise concerns with class teachers who will make the Headteacher/Deputy/Behaviour Lead aware if they feel concerns need to be investigated.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place

eg. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, staff will monitor to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any recorded incidents recorded in the along with sanctions and reconciliation.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Implementation

We will ensure that our anti-bullying policy is fully integrated into the life of the school. A copy of the policy will be available for all staff and can be found via our school G-drive and on our school website. We will keep awareness raised and ensure that everyone continues to abide by its procedures by:

- Taking part in an Anti-Bullying week once a year.
- Displays/posters
- Assemblies
- PSHE lessons

Curriculum

Our anti-bullying policy is supported through teaching across the whole curriculum, though there will be particular reference to PSCHE. Evidence of anti-bullying lessons will be part of long term planning (PSCHE), yearly anti-bullying week activities. The issue of anti-bullying may also be seen in the following areas; English, History, Geography, RE, class assembly and Circle time.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher or to senior member of staff.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents will be informed and asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.

Parents Should Not:

1. Attempt to sort the problem out themselves by speaking to the child they think may be behaving inappropriately towards their child, or by speaking to that child's parents.
2. Encourage their child(ren) to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Evaluation

An annual evaluation of this policy will be completed. All stakeholders will be given the chance to respond. These responses make take place in the form of: questionnaires, PSHE lesson evaluations, pupil parliament meetings, and parents' meetings. We would hope to see a reduction of bullying incidents, more pupils reporting bullying, pupils being less accepting of bullying and staff being more aware of bullying.

Review

This policy will be reviewed each year by the Anti-bullying team and our governing body.

The next date for review will be November 2023