St Andrew's Primary School

Anti-Bullying Policy

Approved by	Headteacher	Date Approved	14/09/2023
Review cycle	1 Year	Date of next review	13/092024

Anti-Bullying Policy

Introduction

At St Andrew's Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

· Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

· Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

· Foster good relations between people who share a protected characteristic and people who do not share it.

At St Andrew's Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil 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's safeguarding team: Surrey County Council Children and Families service. https://www.surreycc.gov.uk/children/contact-childrens-services

This policy is closely linked with our Behaviour Policy, Attendance Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision and Values. It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. Here at St Andrew's we have an Anti-Bullying leader: Mrs Witkowski, and link governor: Sharon Eklo.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at St Andrew's Primary School. They are:

· every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.

· pupils learn to be strong and independent through positive relationships.

· pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

· pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We teach and promote to pupils that we are a 'telling school' and it is always okay to share worries, concerns and incidents with trusted adults. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition at St Andrew's Primary School:

We use the Anti-Bullying Alliance definition and training to enable staff to analyse incidents and situations, and in turn, determine whether bullying or relational conflict has occurred.

<u>The difference between bullying and relational conflict</u>

BULLYING

Is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

- Hurtful
- Repetitive
- Intentional
- Power Imbalance

RELATIONAL CONFLICT

Usually involves individuals and groups who are similar in power and status who argue, fight or fall out. There is generally a willingness to make things right afterwards and to reflect on what went wrong and try to plot a way forward.

At school we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons (Jigsaw programme).

Types of Bullying

<u>Cyber-Bullying</u>

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

<u>Racist Bullying</u>

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

<u>Homophobic Bullying</u>

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

<u>Vulnerable Groups</u>

We recognise that some groups of pupils may be more vulnerable to bullying, including:

· Looked After Children
· Children having caring responsibilities
· Gypsy, Roma and Traveller children
· Children with Special Educational Needs or Disabilities (SEND)
· Children from ethnic minorities
· Children entitled to Free School Meals

· Children for whom English is an Additional Language
· Children who are perceived to be gay, lesbian, bisexual or transsexual
· Those suffering from health problems, including mental health

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

All attendance, safeguarding and inclusion meetings are vigilant to signs of potential bullying. St Andrew's uses a centralised system to collate all incidents, communication and pupil information which includes categories for allegation of bullying, confirmed case bullying and categories for different types of bullying.

Bullying Prevention

- Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE (Jigsaw programme) lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.
- An annual 'Anti-bullying Week' is held to further raise awareness.
- E-safety is an important part of the Computing Curriculum as well as PSHE. Information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying.
- We are a 'Telling school' so pupils are taught to tell an adult in school if they are concerned that someone is being bullied or if something has happened to them.
- St Andrew's is an established OPAL (Outdoor Play and Learning) school and provides an extensive selection of rich and imaginative play activities during breaktimes.

There are 4 sets of Children's Champion groups that support bullying prevention, encourage positive play and friendships as well as be good role model support for their peers.

OPAL Team	Infant Play Mentors	Lunch Club Mentors	Pupil Parliament
- Setting up a wide variety of play resources and leading new activities with other pupils	- Teaching games and songs - Modelling how to take-turns and listening to others	- Great role models to peers - Encourage turn taking and empathising with others	- Trained to support and resolve small friendship issues - Vigilant to issues on the playground and update Mrs Witkowski weekly with pupil voice

School Values and Vision:

Our School Values are taught in every assembly alongside our Christian culture. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

School values: Respect, Aspire, Achieve, Resilience, Integrity, Contribute

School Vision: Our job is to inspire and foster curiosity, guide excellence, grow children of good character, and nurture a love of life to enable them to become everything God intended them to be.

Behaviour Policy: Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. St Andrew's uses a progressive policy and scripted response system to ensure consistency.

Responding to Bullying

All cases of alleged bullying should be reported to the class teacher or Anti-Bullying Lead Mrs Witkowski (s.witkowski@standrews-primary.surrey.sch.uk). In any case of alleged bullying, either the class teacher or anti-bullying lead will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the anti-bullying lead and class teacher should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. Sanctions will be awarded according to the school behaviour policy. At St Andrew's we follow the Anti-Bullying Alliance approach of the behaviour of the bully must change not the victim/s.

Parents/carers
We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/) to explain their concerns or Mrs Witkowski the Anti-Bullying Lead.

The Process of reporting, investigating and concluding an allegation of bullying:
* Pupil, parent, or staff member report a concern (to the class teacher or AB lead Mrs Witkowski)
*Reporting a concern can be done through speaking or emailing the class teachers or speaking to or emailing the Anti-Bullying lead, Mrs Witkowski or calling the school office to speak to the Head (Mrs Witkowski) or Deputy (Mrs Mackie-Gandy)
* The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail.
* Following the report and/or the meeting, a formal record of the bullying report will be placed on the school's CPOM recording system and Alleged and Confirmed Bullying Register.
* Staff will investigate and monitor the situation to collect evidence.
* A final conclusion will be made about the whether the incident was bullying or Relational Conflict. This conclusion is shared with parents directly. If bullying is confirmed then parents of both parties will be informed.
* Support and monitoring is then put in place after the incident and parents may be invited to a review meeting at a later date to ensure no repeat behaviours have occurred.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

· Listen to the child

· Take them seriously

· Show empathy

· Let the child know it is not their fault

· Avoid stereotypes

· Reassure them they were right to tell you

· Follow our procedures for reporting concerns

After incidents of bullying, pastoral support Is put in place for the victim (s) and rehabilitation for the bully(s).

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders.'

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. We will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff
Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or the Anti-Bullying Lead Mrs Witkowski. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's CPOM system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:
- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and

any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Linked Policies:
- Safeguarding Policy
- Attendance
- Behaviour Policy