



St John and St Francis Church School

Westonzoyland Road
Bridgwater
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Headteacher Mrs Lisa Farley, BEd(Oxon) NPQH

Name of Policy:	Anti-Bullying Policy
Approved by GB Date:	<i>Yvonne Wrafter</i> Chair
Next Review Date:	February 2018

At St John and St Francis Church School, we aim to work with parents, pupils, staff, Governors and the Church to provide a safe environment in which each child is valued. We have a strong Church distinctiveness providing a unique additional benefit to the local community.

Our Christian values underpin all that we do. Our values form the basis of our School Rules (The Flock Code) and are linked to our Collective worship, RE and PSHE.

Our values of Friendship, Forgiveness, Kindness, Peace, Perseverance and Thankfulness are shared by our whole School community through teamwork, valuing and respecting everyone.

School Flock Code

Forgiveness

Friendship

Fair and Honest

We treat others how we want to be treated and always tell the truth

Listen to others

We will listen to all adults and children in our school

Thankfulness

Perseverance

Outstanding attitudes

We will be polite, try our best in everything we do inside and outside of school

Careful and caring

We will look after ourselves, each other and our school

Kindness

Peace

Kind and helpful

We take care of others with our words and in all we do

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce 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 with regard to the eradication of bullying in our school.

What is Bullying?

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups.
- It might be motivated by actual differences between children, or perceived differences.

(Preventing and tackling bullying DFE 2013)

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Recognising Bullying

Bullying behaviour usually has the following four features:

- It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic/ transphobic, and disablist bullying;
- It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible;
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it;
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

The **STOP** acronym "**Several Times on Purpose**" can help identify whether an incident is bullying.

Types of Bullying

- Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved.
- It is also possible for adults to be bullied by the children in their care.

Bullying may take various forms, including:

Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)

Verbal/Psychological

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse

- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying.

Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community.
- Refusing to use ones chosen name or personal pronoun.
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual.
- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed routinely with children within school.

Sexual

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material.
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual
- Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

Gifted / Talented / Additional Needs

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort.
- Ostracism resulting from perceptions of high levels of ability

Cyber-bullying

- An increasing amount of bullying by school age children is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.
- Such incidents can include
- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones, etc
- Interfering with e-mail accounts
- We aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

Where reported by a parent or child bullying should always be treated seriously.

The school will where possible seek to;

- Investigate
- Record
- Where bullying is believed to have taken place the Head Teacher should always be informed as a fixed or permanent exclusion may well be considered to be the appropriate sanction.
- Take the appropriate action (including communication with parents, class teachers etc.) within one working day

The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body 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 governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 Head Teacher, 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 the Head Teacher

It is the responsibility of the Head Teacher 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 identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a child is being punished.

The Head Teacher 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 the teacher and support staff

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

Teachers use whole school recording systems and expectations to record behaviour incidents related to the children in their class. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied.

A confidential **Behaviour and Incident** file is kept in the Head Teacher's office in which we record reported incidents.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a

child is repeatedly involved in bullying other children, we inform the Head Teacher and the Special Needs Coordinator. 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 Head Teacher may contact external support agencies, dependant on individual needs.

What we do to work against bullying

We believe that prevention is better than cure so we work to encourage the caring side of children.

The behaviour expectations included within the FLOCK code encourage a culture of caring and respect. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Assemblies have anti-bullying and friendship themes.

The role of parents

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. 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.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of children

Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Children are invited to tell us their views about a range of school issues, including bullying, in regular child questionnaires/interviews (Pupil Voice).

Our School Council regularly discusses bullying issues. Peer Mediators and Befrienders are trained to help fellow children.

Bullying Outside of the School Premises

The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to influence children's attitudes to help to decrease incidents of our pupils bullying outside of school.

Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school.

Steps taken might include:

- Discussion with parents of bully or victim
- Talking to the local police
- Talking to a local family or community support worker
- Talking to pupils about how to handle bullying outside of the school's premises

Monitoring and review

This anti-bullying policy is the governors' responsibility, and they review its effectiveness every two years. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Signed by: James Wainwright.....Chair of Governors Date: 10.05.2017.....

Signed by: Debra Farley.....Head Teacher Date: 10.05.2017.....