



**St Francis Church of England Voluntary Aided Primary
School**

Love: for God, each other, our learning, and the world.

Anti-Bullying Policy

Policy drawn up by Head Teacher in consultation
with staff and governors

Date July 2005

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Policy Document Version Control Log

Policy: Anti-bullying policy		
Version	Date	Description of changes and person/organisation responsible
1.9	Amended: September 2024 Ratified November 2024	Introduction – inclusion of school vision Reference to anti-bullying ambassadors taken out as this work is done through the school council Separate anti-bullying questionnaire taken out as questions around bullying are included in our pupil and parent questionnaire

Introduction

At St Francis we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect, to be themselves and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Our core principle of Kindness runs through everything we do at St Francis, alongside our vision of Love (see below). Our three behaviour rules of Ready, Respectful and Safe also contribute to this ethos of being kind to each other and help foster a safe environment where children feel able to talk.

School Vision:

'Love the lord God with all your heart, with all your soul, and with all your mind.'
'Love your neighbour as you love yourself.' (Matthew 22:39)

We believe that children are a gift from God and each one is unique with their own potential and character.

Our school is a diverse community where equality and collaboration are celebrated and where children flourish and develop curiosity and resilience through opportunity and spiritual moments underpinned by a broad and exciting curriculum so that children are ready to take their place in the world.

We want our children to develop a sense of **love** for learning, a **love** for each other, a **love** for God and a **love** for the world.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment, discrimination and any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To develop children's self-esteem and confidence to stand up for themselves.
- To produce a consistent school response to any bullying incidents that may occur.
- To ensure that difference and diversity is celebrated across the whole school community
- To enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully –free environment.

What is bullying?

Bullying is a conscious, willful and repetitive act of aggression and/or manipulation by one or more people against another person or people. It is an abuse of power by those carrying out the bullying, which is designed to cause harm.

The Nature of Bullying

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- Repeated often
- Often hidden and difficult for victims to defend themselves against
- Exerting power over another

Bullying can take many forms, but the main types are:

- Physical- hitting, kicking, damaging or taking belongings
- Verbal-name calling, insulting, making offensive remarks, including through social media.
- Indirect- exclusion from social groups, being made the subject of malicious rumours, spreading nasty stories about someone, maliciously sharing materials, such as photos, including through social media.
- Discrimination based on protected characteristics such as gender, gender identity and sexual orientation
- Harassment and online sexual abuse and peer on peer abuse.

Our Approach to Bullying

We believe that if children are encouraged to be good citizens, in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that all are treated equally and fairly, where they will be listened to, and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries and are confident that an adult will listen and will offer help. St Francis adopts a whole school approach to addressing issues of harmful sexual behaviours, creating and reinforcing a culture where there is a zero tolerance to sexual harassment and online sexual abuse and neither are ever acceptable or tolerated. We use the Brooks traffic light mechanism to inform our response to these inappropriate behaviours.

There are a variety of planned activities across the curriculum such as circle time, role-play, class performances and sharing assemblies that focus on our values system and allow our children to gain self-confidence to behave appropriately and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility through roles within the class and school such as register monitor, the school council and play leading also promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

The school participates annually in the national anti-bullying fortnight. It is felt that focusing on the school's expected code of behaviour and values is a positive way to influence behaviour and reduce bullying behaviour. Therefore, the period may be called

'friendly fortnight'. In 2022, we held an encounter day where the focus was celebrating difference with a focus on being understanding and inclusive.

Pupils are regularly surveyed to assess their understanding of bullying and any incidents of bullying. Questions and statements regarding incidents of bullying are included in our parent and pupil surveys e.g. Is bullying a problem at our school? I feel safe when I am at school ..., My school encourages me to respect people from other backgrounds and to treat everyone equally.

Our Personal, Social and Health Education (PSHE) medium term plan using the **Jigsaw** scheme of work will ensure that each year group addresses issues related to bullying, particularly in the term 2 unit of Celebrating Differences. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions. Children are encouraged to recognise the impact of being a bystander and what they can do to prevent this.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

Bullying can take place on the way to and from school, or at weekends or in the wider community. The nature of cyber bullying in particular means it can impact on pupil's well-being beyond the school day. Staff, parents, carers and pupils must be vigilant.

Derogatory language is challenged by staff and recorded and monitored. Staff are also encouraged to record casual use of derogatory language using CPOMS.

A prejudiced based incident is a one-off act of hurtful behavior motivated by negative attitudes or beliefs towards a minority group. All such incidents should be taken seriously and recorded and monitored with the head teacher regularly reporting these to the governing body.

We have two aims when reacting to incidents of bullying:

1. To make the victim feel safe.
2. To correct poor behaviour and encourage better behaviour from the bullies, colluders and observers.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

All school staff; teaching and non-teaching teachers should keep a CPOMS log of any potential bullying incidents, and copy in (or discuss this with) Senior Management if and when this behaviour seems to becoming a pattern.

If bullying is a recently established behaviour by an individual or a group which involves regular name calling, or intimidation or social exclusion (but not gross physical violence) a problem-solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise awareness of the participants about

bullying, and to support the peer group in taking responsibility for bullying. This process follows the restorative practice model, enabling the bullies and the bullied to work together to move forward and work together to resolve the situation (see appendix 1).

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. The Headteacher is informed.
2. The victim is interviewed and comments recorded. Their parents may be informed.
3. The bully or bullies is/are interviewed and comments recorded.
4. The parents of the bully are contacted and invited to a meeting
A meeting between the Headteacher, bully and parents is held. The incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.
6. In persistent circumstances sanctions may include:
Permanent exclusion
suspension
Exclusion from the school premise at lunchtime
Exclusion from the playground at lunchtime/playtime
Move out of current class
Arrangements for parent to supervise pupil to and from school daily
7. The parents/carers of the victim are kept informed throughout the whole process

The Role of the Governing Body

The governors require the 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.

The governing body will monitor the incidents of bullying that occur and review the effectiveness of the school policy regularly. This will be done through the attached questionnaire.

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 headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

Monitoring the Policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective, a questionnaire-based survey is conducted frequently across the school.

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying CPOMS records and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix 1

Problem Solving Approach

Step 1: The victim is interviewed

Once it has been established that a child has been the victim of bullying, the child is interviewed. The main focus of the interview is the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate, the child may be asked to draw a picture to illustrate the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting which might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those doing the bullying, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

Bullying is explained to the children and it is emphasized that bullying makes the victim feel really bad. The others are shown the victims account e.g. writing or a picture. No one is blamed for the bullying, but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. Individuals suggest solutions, how they feel they can help, and what they will do. Good positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the victim

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: Meet the group again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had with the