

St. Alphege CE Schools

Anti-Bullying Policy



‘We all have the right to feel safe all the time’

Protective Behaviours Theme 1

Anti-bullying Policy – Federation – Adopted by Full Governing Body Spring 2021 Review date Spring 2022

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Introduction

Our school vision and values are 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.

School Values

- | | |
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| <ul style="list-style-type: none">• Love• Cooperation• Honesty | <ul style="list-style-type: none">• Forgiveness• Responsibility• Valuing Difference |
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At St Alphege C E Schools, we recognise, and are committed to, upholding Protective Behaviours Theme 1 taken from the Taking Care Scheme: **‘We all have the right to feel safe all the time’**. Information on protective behaviours can be found on both the Infant and Junior pages of the school website:

<https://www.stalphege.solihull.sch.uk/infant-and-nursery/protective-behaviours/>
<https://www.stalphege.solihull.sch.uk/junior/protective-behaviours-2/>

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. This is consistent with the 2019 theme for Anti-Bullying Week: **‘Change Starts With Us’**. It takes a collective responsibility to prevent and stop bullying.

This policy will be implemented in conjunction with the school’s Christian School Vision and Values and Behaviour, Personal, social and health education (PSHE) and Equal Opportunities policies.

Aims and Objectives

- To ensure a safe, secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviours.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying behaviours are not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying behaviours that occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps to maintain an environment free from bullying behaviours.
- To outline our commitment to continuously improving our approach to tackling bullying behaviours by regularly monitoring and reviewing the impact of our preventative measures.

Definition of Bullying

Bullying is:

‘...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

(DfE ‘Preventing and Tackling Bullying, July 2017)

At St Alphege C E Schools, we have agreed with the children that bullying is Several Times On Purpose: STOP!

The nature of bullying can be (but is not exclusive to):

Emotional /indirect /segregation	Being unfriendly, excluding, spreading rumours, tormenting (e.g. hiding books, threatening gestures)
Verbal	Name calling, ridicule, comments
Cyber	All areas of the internet such as email, chat, Twitter, Facebook misuse. Mobile threats (text messaging and calls). Misuse of associated technology (e.g. camera and video facilities, Ipad, games consoles).
Physical	Pushing, kicking, biting, hitting, punching or any other use of violence
Visual/ written	graffiti, gestures, wearing racist insignia.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

School strategies to prevent bullying (proactive measures)

- There is a strong Christian ethos in the school, which promotes tolerance and respectfulness. This is reflected in our school value of ‘Valuing Difference’ (**Galatians 3:28** ‘You are all one in Christ Jesus’) For more information please go to: <https://www.stalphege.solihull.sch.uk/ourchristianschoolvalues/>

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This can be found on the school website.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- At St Alphege Schools we practise Protective Behaviours using the Taking Care Scheme which is based on two key themes:

Theme 1: 'We all have the right to feel safe all the time'.

Theme 2: 'We can talk with someone about anything, even if it feels awful or small'.

This approach provides children with strategies to help keep them feeling safe such as their 'personal network', which encourages them to communicate with a trusted adult when they feel unsafe. Each class also has a 'worry box', which allows children to write down any concerns they have if they are not able to communicate these verbally. Further information can be found on both the Infant and Junior pages of the school website:

<https://www.stalphege.solihull.sch.uk/infant-and-nursery/protective-behaviours/>

<https://www.stalphege.solihull.sch.uk/junior/protective-behaviours-2/>

- 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. (e.g. Circle times provide regular opportunities to discuss issues that may arise in class or on the playground)
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. through the school council and playground committee).
- A focus on emotional health and wellbeing can help to reduce bullying behaviours by developing the social, emotional and behavioural skills, which increase a person's capacity to recognise and respond to the feelings of others, to feel empathy and to show care and concern.
- Pupil's emotional health and wellbeing can be promoted if they are taught to recognise, respond to and manage their emotions. All of the children are encouraged to use '**The Zones of Regulation**' to 'check in' with how they are feeling on a daily basis. For further information please see:

<https://www.stalphege.solihull.sch.uk/infant-and-nursery/protective-behaviours/zones-of-regulation/>

<https://www.stalphege.solihull.sch.uk/junior/protective-behaviours-2/zones-of-regulation/>

Working with parents and carers, and in partnership with community organisations to address incidents of bullying behaviour where appropriate.

Playground Supervision

- Two Teachers and a support member of staff supervise pupils at playtime.
- A playground-monitoring sheet is updated weekly and shared during staff briefing.

- Six lunchtime supervisors are employed to assist meals in the dining hall and to be responsible for pupils in the playground at lunchtime.
- Both school playgrounds have been re-designed to accommodate a range of different activities. For example, at the junior school, one playground is available for sports (including football) and the other for quieter or less energetic games or conversation.
- One Lunchtime Supervisor (Tanisha Sarkar) is a Play leader and the children are aware of her role at the infant school. One lunchtime supervisor (Jean Willis) is a 'Lunchtime Listener' and the children are aware of her role in the junior school. Both are available at lunchtime if any children have concerns.
- A number of children have been trained as 'Play Leaders/Playground Pals' to develop games and activities on the playground. The Play Leaders meet regularly with other members of the 'Playground Committee' to discuss what is working well and to raise any concerns.

Reporting bullying

Pupils should tell an adult in school if they are being bullied – e.g. class teacher. Ideally this should be done as soon as possible.

All School staff have a duty to challenge and report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent it.

The Senior Leadership team (SLT) and the headteacher have 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.

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. Parents and carers may also wish to report the bullying directly to the class teacher in person or via the:

officeinf@stalphege.solihull.sch.uk (infant school office)

officejun@stalphege.solihull.sch.uk (junior school office)

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

Responding to bullying

When bullying has been reported, the school will be consistent with its Christian School Vision and Values (in particular 'Forgiveness' - **Colossians 3 v 13**: *'Do not be angry with each other, but forgive each other. If someone does wrong to you, then forgive them. Forgive each other because the Lord forgave you'* and the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and record the incident centrally on the school information system (SIMS).
2. SLT will monitor incident reporting forms and information recorded on SIMS analysing the results.
3. SLT will produce termly reports summarising the information, which the headteacher will report to the governing body
4. Support will be offered to those affected by bullying from the class teacher, peer mentor, buddy system or through the use of restorative justice or other programmes.
5. Staff will proactively respond to bullying behaviours and provide support to those who may require support from the class teacher, peer mentor, buddy system] or through the use of restorative justice or other programmes.
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

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing 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.

Derogatory language

At St Alphege Schools we are committed to upholding the 'Language of Safety' which forms part of our 'Protective Behaviours' culture. Derogatory or offensive language which causes others to feel unsafe 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 SIMS 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.

Prejudice 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 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.

Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for 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, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:

Headteacher signed:

Chair of governors signed:

Date:

Date: