The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School

Anti-bullying Policy

Agreed: Spring Term 2023
Review date: Spring Term 2024
(or as required)

Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

Love, Learn, Live!

SCHOOL STATEMENT ON BULLYING

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

GOVERNORS' STATEMENT

At Malden Parochial Church of England Primary School the Governors and the staff aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and achieve more than they thought possible.

As part of this aim, we expect all our children to feel safe in school and/or during any activities relating to the school day. If at any time they did not feel safe, then we would wish them to be confident enough to seek support from an adult within our school.

Bullying is a complex anti-social behaviour found in all walks of life, encompassing a wilful, conscious desire to hurt, threaten or frighten the recipient repeatedly. At Malden Parochial CofE Primary School bullying is unacceptable and will not be tolerated.

Bullying is regarded by the governors as a particularly serious behaviour. Incidents of bullying during the teaching day, or as a result of incidents that have occurred during the school day, must always be acted upon, according to the principles laid down in this policy.

This policy applies to bullying in any form between adults or children within the school grounds, or which has an impact on school life e.g. cyberbullying.

AIMS AND PURPOSE OF POLICY

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

Other related policies:
 • Behaviour
 • Anti-Racism policy
 • Computing and ESafety
 • Acceptable Use Policy
 • PSHCE
 • Relationships and Sex Education
 • Child Protection and Safeguarding
 • Complaints Procedure

DEFINITION OF BULLYING

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is not stopped it harms the perpetrator, the bullied and the whole school community. Bullying has a negative effect on a secure and happy environment.

The nature of bullying can be:
- Physical e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact
- Verbal e.g. name calling, ridicule, comments
- Cyber e.g. messaging, social media, email
- Emotional/indirect/segregation e.g. excluding someone, spreading rumours
- Visual/written e.g. graffiti, gestures, wearing racist insignia
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent harassment

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
- Related to another vulnerable group of people

REPORTING BULLYING

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. All staff will be alert to signs of bullying and act promptly and firmly against it in accordance with this policy.

Early signs of distress include:
- withdrawn behaviour
- deterioration of work
- feigning illness
- unusual absences
- desire to remain with adults
- isolating themselves from others
- lacking concentration
- truanting from school

Pupils who are bullying others also need support to help them understand how they are hurting other people and to understand that such actions are wrong.

Pupils who are aware of bullying ('bystanders'), can be a powerful force in helping to address bullying and will be encouraged to do so in a safe way.

All pupils are encouraged to report bullying by talking to a member of staff of their choice. Staff may also find that they are being bullied and they are encouraged to report it to a colleague of their choice.

Parents are encouraged to report concerns about bullying. They are asked to support the school in tackling this bullying but not to try to resolve it directly either by approaching the pupils or their families as this kind of direct action can lead to an escalation of problems.

Parents who make continual reports of bullying which are deemed to be unfounded may be considered to be demonstrating bullying behaviour – be that towards a child, member of staff or another parent. This will be addressed through the Safeguarding Policy.

Reporting - roles and responsibilities

All staff have a duty to challenge bullying (including Homophobic, biphobic and transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Lead staff for anti-bullying
- Headteacher
- Deputy Headteacher
- SENDCo

Senior staff
The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, the Local Authority and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–Bullying Coordinator in our school is: Mrs Fiona McConville/Deputy Headteacher

Mrs McConville's responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/carers
- 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
- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal complaints procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting / monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Parents/carers should report bullying to the school, contacting Mrs Fiona McConville / Deputy Headteacher

Pupils
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 and verified, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on the class Behaviour Log.
2. Designated school staff will monitor incident reporting forms and information recorded on the behaviour log, analysing the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the Governing Body
4. Support will be offered to the target of the bullying from the SENCo, class teacher, buddy system or through the use of restorative justice or other programmes.
5. Staff will proactively respond to the bully who may require support from the SENDCo, class teacher, buddy system or through the use of restorative justice or other programmes.
6. Staff will assess whether parents/carers need to be involved.
7. Staff will assess whether any other authorities e.g. Safeguarding, police or a representative from the 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, 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

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in the school definition of bullying. It will be challenged by staff and recorded and monitored on a Behaviour Log 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 recording in their Class Behaviour 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.

SCHOOL STRATEGIES TO PREVENT AND TACKLE BULLYING

We use a range of measures to prevent and tackle bullying including:

- Our school vision is 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.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. The policy is accessible on the school website.
- The PSHCE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- 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.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes and social and emotional intervention groups offer support to all pupils
- Restorative justice systems provides support to those who are the target of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through the School Council, Faith Team.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

TRAINING

The headteacher is responsible for ensuring that all school staff including teachers, teaching assistants and the Ministry Team receive regular training on all aspects of the Anti-bullying Policy.

MONITORING THE POLICY

The headteacher and deputy headteacher are responsible for monitoring the policy. The headteacher and anti-bullying lead are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

EVALUATING AND REVIEWING THE POLICY

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.

This policy is reviewed every two years, or as required, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:

Headteacher signed: Date:

Chair of Governors signed: Date:

Further Information
For further information about current initiatives and resources to support the anti-bullying agenda visit the following websites:
* www.anti-bullyingalliance.org.uk
* www.beatbullying.org
* www.healthyschools.gov.uk
SEAL resources- 'Say no to bullying', 'Getting on and Falling out'
"Cyberbullying-Safe to learn; embedding anti-bullying work in school" DCSF 2007