Anti-bullying Policy

Approved by:	Chair of governors	**Date:**	Summer 2021
Next review due by:	Summer 2022		

Rationale and ethos - *I can do all this through him who gives me strength. – Philippians 4:13*

We believe that all people, are made in the image of God and are unconditionally loved by God. All people, child or staff member with a Christian faith, a faith from another religion or who hold no religious beliefs are fully embraced and valued. 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.

At St Meriadoc CE Infant Academy, we create a wide range of positive experiences and opportunities for our infant pupils which centre around health and wellbeing and building positive relationships. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers. We all work together so that our children have the self-confidence to attempt to achieve anything and the confidence to interact and work with different kinds of people. We ensure that all our children are happy, healthy and safe in their environments where they can show enthusiasm and a lust for learning. We promote a moral code that enables each child to have empathy and respect for themselves and others to ensure they flourish and can play a positive role within our community.

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values (Faith, Love, Respect, Perseverance and Forgiveness), all embodied through our vision of **God Believes, We Believe, I Believe** and our mission statement:

'**Through enjoyable, memorable learning, supported by our core Christian Values and high expectations, we can aspire to make educated choices in order to flourish to live a rich and fulfilled life.**'

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development
This policy was formulated in consultation with the whole school community with input from:

- Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings)
- Children and their families– (pupils contribute to the development of the policy through the School Council: Rights Ambassadors, circle time discussions etc. The School Council: Rights Ambassadors will develop a pupil friendly version to be displayed in each class to share alongside their class charters.

This policy is available:
- On the school website
- From the school office

Roles and responsibilities
The Head of School – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Rainbow MAT and outside agencies and appointing an Anti- bullying lead who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Lead in our school is: - Miss Natasha Smith

The responsibilities are:
- To support policy development with the Head of School and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice alongside the Head of School
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents following this policy alongside the 'Trauma Informed Schools Relationships policy and using 'Forgiveness Feet' where appropriate
- Managing the reporting and recording of bullying incidents using forms in appendices of this policy and saving on SIMs
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is: Kelly Caplin (Chair of Governors)

Definition of Bullying
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and online bullying. If the victim might be in danger then intervention is urgently required.

<u>What does bullying look like?</u>

Bullying behaviour can be physical, verbal or emotional and includes:
- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

<u>Why are children and young people bullied?</u>

Specific types of bullying include:

<u>Prejudice Related Bullying</u>
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including

that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disability language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Homophobic, biphobic and transphobic bullying will not be tolerated. There can be no justification for negative behaviour based on Christian faith or The Bible.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue after children leave our setting.
The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying/Online Bullying
The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:
- children or young people
- children or young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures
All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.
When incidents of bullying take place we consider three actions:
challenging unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect,
supporting the persons involved including those displaying the bullying behaviour and bystanders,
reporting what has happened and monitoring the reports.
This is cyclical process of challenging, supporting and reporting not only tackles each bullying incident, but also prevents future incidents by responding appropriately.

- Where an allegation of bullying is reported to a member of staff this will always be reported to the Head of School and/ or the Anti- bullying leader.
- The Head of School or Anti- Bullying leader will interview all parties concerned to ascertain whether bullying has taken place.
- If bullying is deemed to have taken place then the Head of School will speak to the perpetrator of this serious behaviour and it should stop immediately. Sanctions for the bullying will be put in place. Parents of both parties will be notified at this point.
- If the bullying continues the Head of School and Anti-bullying Lead will hold a meeting with the perpetrator parents explaining the seriousness of the actions and possible consequences if the behaviour continues. Further sanctions will be put in place at this time.
- Support will be given throughout to the child/ children being bullied
- All disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident, but should send out a message that bullying is unacceptable.

- This may vary according to the type of bullying and may involve other agencies where appropriate
- At all times communication will be kept with parents/ carers
- School will use a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach (Forgiveness Feet), rights work, core Christian values reminders, social stories, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- School will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying leader or Head of School on SIMs. This record will be available to external agencies and Cornwall County Council.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Teaching about Children's Rights as detailed in the United Nations Convention on the Rights of the Child. Focus on equality for all.
- Teaching of British Values
- PSHE/RSHE lessons
- Anti-bullying week annually in November – celebrated as Friendship Friday to be more age appropriate
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School Council: Rights Ambassadors – meetings and playground buddy roles

2. Reactive programmes for vulnerable groups or groups involved in bullying. For example:
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- Restorative Justice – Forgiveness Feet
- Trauma Informed Schools practitioner sessions
- Counselling and/or Mediation schemes
- Small group work

3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

4. Support for parents/carers
- Sign post to parenting groups
- Family Liaison Officer support
- Parent information events/information

5. Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies and why

Policy	Why
Absence policy	Transgender pupils may need time off for medical appointments/to receive support from external sources. Reasonable adjustments will be made to accommodate such absence requests.
Behaviour Policy	Rewards and sanctions, Codes of conduct apply to HBT bullying language
Safeguarding Policy	Child protection
Online-safety and Acceptable use policy	Cyber bullying and online-safety - HBT language and online bullying, both on school computers and outside of school, will not be tolerated and that the same sanctions apply to online HBT bullying as in the classroom.
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/RSHE	Strategies to prevent bullying. PSHE/RSHE can include discussion of issues around diversity, self-esteem, gender identity and anti-bullying including HBT bullying. Relationships education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response
Whistleblowing policy	Staff should raise concerns or highlight bad practice relating to gender identity and sexual orientation. All incidents of whistleblowing will be taken seriously and that staff confidentiality will be respected.

<u>**Appendix A**</u>

<u>**Bullying and prejudice related incidents report form**</u>

Every bullying or prejudice related incident should be recorded on this form, shared with the Head of School and Anti-Bullying Lead and recorded on SIMs.

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: Rebekah Bailey or Tash Smith

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

☐ **Bullying**
☐ **Prejudice related incident**

Nature of incident: Tick all that apply

☐ **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 Bullying**

Form of bullying or incident: Tick all that apply

☐ **Race** – racist bullying
☐ Sexual orientation – **homophobic**
☐ Sexual orientation – **biphobic**
☐ Special educational needs (**SEN**) or **Disability**
☐ **Culture** or **class**

- ☐ **Gender identity** – transphobic
- ☐ **Gender** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

	Name:	Age/year group:	Form/tutor group:	Other relevant information (e.g. gender, SEN, disability, religion):
Target of bullying/incident				
Person responsible for bullying/incident				

Date:		**Place:**		**Time:**	
Witnesses:					
Repeat incident or serious incident:					
Any relevant supporting information e.g. witness accounts/screen grabs:					
Action taken:					
Details of others involved or notified:					
Actions for follow up:					
Date for reviewing:					

Appendix B - Incident log and report to governors form

Incident Log	
Nature of incident	
Form of incident	
Date of incident	
Place	
Time	
Aggressor profile	
Target profile	
Repeat incident/serious incident	
Action taken and feedback from target	

Analysis of data
[An analysis of the data (including any trends/patterns and any background information that might relate to trends) should be included here.]

Actions to be taken
[Any actions to be taken in light of the analysis of the data should be outlined here.]

Appendix C

Whole School – Bullying log

Date	Persons involved	Details	Uploaded to SIMS/MyConcern?