



Padiham St Leonard's CE VA Pupil Anti-Bullying Policy



“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

Mark 12: 30-31

‘Anyone who claims to be in the light but hates a brother or sister is still in the darkness.’

1 John 2:9

Our vision at St Leonard's is to provide a nurturing, Christian environment where pupils develop a passion for learning about the world around them in order for them to become vibrant learners who use their abilities, knowledge and values to grow into faithful stewards of God's Creation.

We aim to provide learning and experiences to enable pupils to develop spiritually, intellectually, emotionally, morally and physically. Our vision is that they develop a depth of understanding which is deep rooted and as such provide a 'good soil' so pupils go on to produce a bountiful crop.

‘Still other seed fell on good soil, where it produced a crop - a hundred, sixty or thirty times what was sown.’ Matthew 13:8

We want pupils who will produce **FRUITS**:

- Faith - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences.
- Relationships - flourish through strong relationships with themselves, each other, creation and God.
- Uniqueness - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be.
- Intellect - develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment.
- Treat themselves and others with dignity and respect maintaining a healthy body and thriving community.
- Salvation - have a recognition that we need to seek forgiveness through Jesus to become friends with God.

In order to achieve our vision we will provide an environment where pupils can feel safe and secure so that they can flourish in all aspects of their lives.

School statement on bullying

‘God created man in His own image, in the image of God He created him; male and female He created them.’

Genesis 1: 26-27

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.

Aims and purpose of the 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.

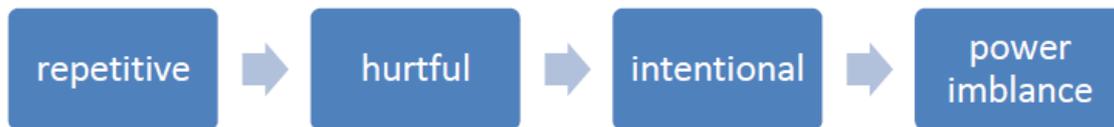
This policy should be read in conjunction with the Behaviour policy, equality policy and Safeguarding policy.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Padiham St Leonard’s CE VA Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats

- Online - use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic - because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- 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, understand the differences between relational conflict and bullying and know how to report bullying.
- The PSHE/RSHE 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.
- Raising awareness of online bullying through regular e-safety lessons.
- 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.
- Class discussions and Philosophy for Children provide 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.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills and emotional development e.g. social skills groups, work through Brighter Lives or ELSA (Emotional Literacy Support Assistant).
- Our Playground Leaders and Worship Committee are trained in encouraging pupils to form positive relationships and to offer pastoral support to all pupils.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and Worship/Ethos committee.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Consider any safeguarding concerns and report these to the Designated Safeguarding Lead.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult

- Their class teacher/TA
- Peers

In our central worship area we have a ‘worry box’ where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to class teachers.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Reporting - roles and responsibilities

- Staff
 - All teachers attempt to support all children in their class and to establish a climate of dignity, trust and respect. By praising, rewarding and celebrating the achievement and success of all children, we aim to prevent incidents of bullying.
 - Staff becoming aware of any bullying taking place in school, should take firm and decisive action to deal with the incident immediately, seeking the support of a member of the Senior Leadership Team if appropriate, and following agreed whole-school policy and procedures with regard to behaviour management .
- Senior staff
 - The Senior Leadership team 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.
 - The Senior Leaders responsible for anti-bullying are the Deputy Headteacher and the Headteacher.
- Parents/carers
 - Parents and families have an important part to play in helping deal with bullying. Parents are encouraged to report any concerns that their child might be being bullied to the school, also if they suspect that their child may be bullying others. Parents need to feel confident that any complaint about bullying is taken seriously and is resolved in a way that protects the child.
 - Parents should report incidents by contacting either the Deputy Headteacher or the Headteacher.
- Pupils
 - Pupils should not take part in any kind of bullying and should support their friends by watching 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 following actions will be taken:

1. Staff will record the bullying incident centrally on CPOMs.
2. Designated school staff will monitor incidents recorded on CPOMs 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 class teacher and identified peers or through the use of restorative justice.
5. Staff will proactively respond to the bully who may require support from class teacher, or through the use of restorative justice.
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. Through Section 89 clause 5 of the Education and Inspections Act 2006 head teachers have the power to discipline their students for any bullying incidents outside of school. This includes bullying taking place online.

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 our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow up actions and restorative consequences, 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.

Procedures for parents

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants and welfare assistants) 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.

Date of Last review: March 2022