



St John's Church of England Primary School
Guildford Diocese Education Trust
 Academies in partnership with the Guildford Diocese
 Education Trust
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Anti-Bullying Policy (including Cyber Bullying)

Coordinator	Responsible Body
Headteacher	Good Shepherd Trust

Date adopted:	17/11/2023	Last reviewed:	17/11/2023
Review cycle:	Every Two Years	Is this policy statutory?	Yes
Approval:	Trust Board	Author:	Jacky Fyson
Local approval:	Headteacher	Local author:	
Next review Date	August 2025		

Intent

St John's aims to serve our community by providing a fully inclusive education of the highest quality within the context of Christian belief and practice. Every child who joins us will be prepared to take their place in the world with confidence, purpose, enthusiasm in order to flourish. St John's is committed to ensuring that children learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school.

Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood squabbles and arguments where individuals "fall out" with one another.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting

- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
 - Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of staff, whether by children, parents or other staff.

Bullying can seriously damage a child's confidence and sense of self-esteem, and they will often feel that they are at fault in some way. Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or being anxious about coming to school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Roles and Responsibilities

The Local Committee are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying report at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

SLT are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for children and parents, when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the child's Progress Leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Reporting any instances of bullying once they have been approached by a child for support.
- Offering emotional support to victims of bullying.
- Alerting SLT regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's teacher or SLT if they have any concerns that their child is the victim of bullying or involved in bullying in any way. This can be done via a direct call or e-mail to a member of staff or via the school 'Concern' link on the website.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Children are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other children in incidents.

Prevention.

The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school. St John's use a range of proactive strategies to prevent bullying. These include;

- All reported or investigated instances of bullying will be investigated by a member of staff
- Encourage all children to report incidents of bullying.
- Staff will encourage the use of anti-bullying/friendship week and regular PSHE/Wellbeing lessons to share ways for children to say no to bullying
- All types of bullying will be discussed as part of the curriculum
- Diversity, difference and respect for others is promoted and celebrated through our St John's values and various lessons
- Potential victims of bullying are placed in working groups with other children who do not abuse or take advantage of others
- Opportunities to extend friendship groups and interactive skills are provided through participation in buddying, performances and NSPCC assemblies
- All staff members receive training on identifying and dealing with the different types of bullying
- A safe place, supervised by a teacher, is available for children to go to if they require it
- Peer mentoring and buddy system
- Participation in Anti-Bullying/Friendship week

Signs of Bullying

Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Physical signs e.g. cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Children who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the child becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

Prevention Methods

St John's staff will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying. Unpleasantness from one child towards another is always challenged and never ignored. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff. The incident will be recorded on the school's Safeguarding platform CPOMs and Arbor. Staff always respect a child's privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern. If a member of staff believes a child is in danger, e.g. of being hurt, they will inform the DSL immediately. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Peer on Peer Sexual Abuse

The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or

humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

· Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate children about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE/Wellbeing lessons, RSHE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following: · Healthy relationships · Respectful behaviour · Gender roles, stereotyping and equality · Body confidence and self-esteem · Prejudiced behaviour · That sexual harassment is always wrong · . All staff will be aware that children of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of children with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further. LGBT+ children can be targeted by their peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If staff are in any doubt, they will speak to the DSL. The DSL will be informed of any allegations of abuse against children with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the child in mind at all times.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

Cyber Bullying

The school has a zero-tolerance approach to cyber bullying. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. The school will support children who have been victims of cyberbullying by holding formal and informal discussions with the child about their feelings and whether the bullying has stopped.

Possible Outcomes

The person/ people who have been bullying will be asked to genuinely apologise. Other consequences will take place; such as removal from class to work in isolation or exclusion (suspension or permanent). If possible, the pupils will be reconciled through our restorative approach. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Children who have been bullied will be given an immediate opportunity to discuss the experience with a member of staff of their choice. If necessary the school will put our Early Help support programme in place or request the support of external agencies such as CAMHS.

The school will work in partnership with parents and the pupil to:

- offer continuous support
- restore self-esteem and confidence

The school will work with children who have bullied by discovering why the child became involved, establishing the wrongdoing and need to change.

All bullying investigations (substantiated/unsubstantiated) are logged, and records kept.

Useful links and supporting organisations • Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk • Childline: www.childline.org.uk • Family Lives: www.familylives.org.uk • Kidscape: www.kidscape.org.uk • MindEd: www.minded.org.uk • NSPCC: www.nspcc.org.uk • The BIG Award: www.bullyinginterventiongroup.co.uk/index.php • PSHE Association: www.pshe-association.org.uk • Restorative Justice Council: www.restorativejustice.org.uk • The Diana Award: www.diana-award.org.uk • Victim Support: www.victimsupport.org.uk • Young Minds: www.youngminds.org.uk • Young Carers: www.youngcarers.net 13.

This policy operates in conjunction with the following school policies: • Behaviour Policy • Complaints Policy • Child Protection and Safeguarding Policy • Equality Policy • Internet and Online Acceptable use Policies