

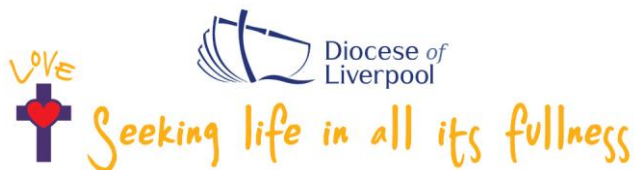


*Respect, Courage, Compassion, Friendship, Trust, Perseverance*

# ANTI-BULLYING POLICY

**Reviewed:** SEPTEMBER 2024

**Next review due by:** SEPTEMBER 2025



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## Our School Vision Statement

### ST. JOHN'S C.E. PRIMARY SCHOOL'S CHRISTIAN VISION FOR EDUCATION

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience 'life in all its fullness' knowing they are unique and special in God's eyes. The Christian vision strives for all to realise true potential through an excellent, broad education where Christian hope, aspiration and building resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love which is the foundation of our Christian values: Friendship, courage, trust, respect, compassion, perseverance

#### School aims:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the Liverpool Diocese.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love one another' (John 13:34-35).
- To be committed to providing opportunities for spiritual growth through Religious Education and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

## **2. Policy Values and Principles**

In St. John's C.E. Primary School, bullying and other forms of unacceptable intimidation will not be tolerated. In addition, we have a zero-tolerance approach to any form of cyber-bullying, prejudice-based bullying related to SEN/D, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

In line with the school's mission statement and the Christian vision and values of St. John's C.E. School we ensure that:

- Children will be in a safe, caring environment.
- All types of bullying behaviour are unacceptable and will be challenged.
- Reports of bullying behaviour will be taken seriously, acted upon and recorded.
- Children will be listened to, will know that it is "OK to tell", who to tell and how to tell.
- There will be a clear and swift response to any report of bullying behaviour.
- Parents/Carers will be informed of incidents as appropriate, listened to, and kept apprised of how their concerns are being dealt with.

## **3. Policy aims**

This policy aims to create a safe and inclusive learning environment by dealing effectively with bullying behaviour and, through our policies, curriculum and relationships, reduce the number of incidents of bullying behaviour.

## **4. Links with other policies**

This behaviour policy is linked to the following policies:

- Behaviour
- Exclusions
- Child Protection and Safeguarding
- Care and Control
- Special Educational Needs
- Online safety and acceptable use
- Attendance
- Equality
- Whistleblowing
- Mental Health

### 5. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 6. Definition of bullying

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any incidents of bullying will be treated seriously with a log kept and behaviour plan produced to be reviewed with children and parents in line with the Anti-bullying policy.

All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or victims of abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and Designated safeguarding Lead (DSL) will consider implementing child safeguarding and child protection procedures.

### 7. To whom this policy applies

This policy applies to the whole school community i.e. all adults and children.

The policy applies not only to behaviour on the school premises but also on the journey to and from school.

Under the duty of care, all adults in our school community have a responsibility to act on bullying behaviour.

### 8. Responding to bullying behaviour

#### a) Procedures for reporting bullying behaviour

- Children in our school are encouraged to report bullying behaviour to a “trusted” adult.
- If staff have concerns or worries for themselves or others, they should contact the headteacher or an assistant headteacher.

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- Staff should report bullying behaviour or concerns to the headteacher or an assistant headteacher or the school's SENDCO. If they cannot report it to them, they should contact the Chair of Governors.
- Parents should report bullying behaviour to the Children's class teacher, assistant headteacher or the headteacher

### **b) Procedures for dealing with incidents including follow-up**

After a report or disclosure of bullying behaviour:

- It will be investigated by an appropriate adult. They will ensure that it is followed up regularly until it is no longer an issue. Refer to Anti-bullying procedures ( APPENDIX 1)
- Follow-up information will be given to the headteacher.

### **b) Procedures for recording bullying behaviour**

- Teachers will log all significant behaviour incidents on CPOMS (behaviour). If a pattern occurs (i.e. the same name) then a Bullying Concern Form will be completed and reference to this will be made on CPOMS and the form will be attached.
- Concerns or incidents of bullying behaviour are recorded by the "trusted" adult on the respective forms 'Bullying Concern Form' (appendix 1a) and 'Bullying Incident Form' (appendix 1b) and given to the headteacher or an assistant headteacher, who will file it securely in the headteacher's office and upload to CPOMS. Reference to this will be made on CPOMS.
- Monitoring of the victim will be recorded using the Anti-Bullying Monitoring Form (Appendix 1c).
- The headteacher is responsible for the implementation of the above procedure.
- Information on bullying behaviour is reported to governors in the headteacher's termly report to monitor the effectiveness of the policy and procedures.

### **c) Procedures for dealing with complaints**

- The headteacher will meet with the complainant to discuss their concerns. If they are not satisfied with the outcomes, the school's complaints policy will be followed.

### **d) Support for pupils, parents and staff during and immediately after incidents**

- Children or adults are made safe and asked for their views on what support they need.
- Short- and long-term support measures are put in place e.g. counselling from a trusted adult.
- Review date set to appraise parents of monitoring periods or necessary follow up actions

### **e) Range of Actions that may be applied**

- The parents will be informed and a range of sanctions will be implemented and restorative approaches will be applied.
- Offer support to children who have experienced bullying

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- Work with children who have bullied to address their negative behaviour and support their needs to reduce the risk of re-offending.

### 9. Intervention Strategies

Where issues persist, the school has a range of intervention strategies such as:

- Sanctions outlined in the behaviour policy
- 'Circle-Time' sessions with groups of children
- Support through nurture/ELSA lead
- Mentoring by a trusted adult
- External services through the local Family Well Being Centre, e.g., Relax kids, Theraplay
- Referral to external services e.g., CAMHS

### 10. Preventative Measures

We employ the following measures to actively prevent bullying behaviour:

- Christian vision and values of the school underpinning the schools' ethos and curriculum and are embedded throughout the school
- Providing a safe and secure environment
- A clear Code of Conduct embedded throughout the school
- Rewards celebrating good behaviour
- Educating children that actions have consequences
- Monitoring of areas within school (e.g. toilets, cloakrooms, playground)
- A listening climate ensures that pupils know how to share worries – 'It's good to tell'
- PSHE and RE curriculum
- E-safety curriculum
- Offering mentoring and group support
- Collective worship
- Class based worship
- Whole school anti-bullying events
- A range of extra-curricular activities
- Nurture sessions
- Staff supervision
- Publicise details of websites, helplines and online safety guidance
- SMSC and personal development provision

### 11. Implementation of the Policy

The headteacher is responsible for the implementation of the policy.

- Reviewed with governors annually
- We keep a record of known bullying incidents which is shared with and analysed by the Governing Board termly.
- Annual review of the behaviour and anti-bullying policies shared with staff at the

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start of each academic year

- Publication of the policy on the school's website

### **12. Monitoring the anti-bullying policy process**

- The headteacher monitors the number and types of bullying incidents and reports this information to the governing body.
- Pupil voice
- Parental questionnaires

### **13. Evaluating the Policy**

- The policy will be reviewed annually
- The number and type of incidents and also the number of incidents successfully resolved will be used to measure the effectiveness of the policy.

## **APPENDIX 1**

### **ANTI-BULLYING PROCEDURES**

- Listen and take all comments seriously, reassuring the child that it is "OK to tell".

*Welfare and non-teaching staff should pass on details of the above to the class teachers*

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*of both the victim and the perpetrator to ensure the incident is followed up appropriately.*

- As soon as practically speak calmly to the victim taking notes and names, where and what has happened and how often it has occurred.
- Speak separately to the perpetrator and again take notes in a calm manner. Explain to him or she that this behaviour is unacceptable and repetition will be taken very seriously.
- Inform the assistant headteachers or headteacher of concerns.
- Complete a Bullying Concern Record form and hand to the assistant headteacher or head teacher.
- Hold a supportive circle time to focus on the bullying issue. This may take the form of discussion, role-play or story-telling.
- Inform both the victim's and the perpetrator's parents about the concerns and the procedures being followed within school. Regular updates to parents will encourage the success of the anti-bullying policy.
- Inform all staff of the suspicion of bullying and of those involved, both perpetrators and victims.
- Take on a pro-active role in monitoring the victim using the Anti-Bullying Monitoring Form (Appendix 1c).
- After each playtime and lesson (as appropriate) log down how the pupil is feeling and if further incidents have arisen. This should identify any hot spot problem times for the victim.

*The monitoring process is intensive for the first two weeks. If the bullying behaviour has stopped then it will be monitored at the end of the next two weeks. A final check in the next term is included to ensure there is no repetition of harassment. All monitoring forms will be filed with the bullying incident forms.*

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**Appendix 1a Confidential**

**BULLYING CONCERN FORM**

**Date:** \_\_\_\_\_

**ANTI-BULLYING POLICY 2022-23**

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_

Name(s) of Pupils Involved

**OBSERVATION**

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**ACTION TAKEN**

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Signed \_\_\_\_\_ Date \_\_\_\_\_

Parents informed  
YES/NO

Form Seen By: SLT    YES / NO                      Class teacher – YES / NO

Date of Review: \_\_\_\_\_

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**Appendix 1b Confidential**

**BULLYING INCIDENT FORM**

Date: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_

Name(s) of Pupils Involved	Year	Classteacher
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**ANTI-BULLYING POLICY 2022-23**


**Outline of Incident (Including Type of Bullying)**

**ACTION TAKEN**

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parents informed  
YES / NO

**Follow up Action Taken**

**Parents Informed** YES / NO

Signed \_\_\_\_\_ Date: \_\_\_\_\_

Form Seen By: SLT YES / NO                      Class teacher – YES / NO

Date of Review: \_\_\_\_\_

**ST. JOHN'S C.E. PRIMARY SCHOOL**

**Appendix 1c Confidential**

**BULLYING MONITORING FORM**

**Date monitoring initiated:** \_\_\_\_\_

Name(s) of Victim	Year	Class teacher

**ANTI-BULLYING POLICY 2022-23**

DATE/ TIME	FEELINGS OF PUPIL	OTHER INFORMATION

**BULLYING MONITORING FORM**

Continuation sheet number \_\_\_\_\_

Name of Pupil: \_\_\_\_\_

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DATE/ TIME	FEELINGS OF PUPIL	OTHER INFORMATION