

Staffordshire University Academies Trust		Trust Policy Document	
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# St Paul's CE (VC) First School Coven



Anti-Bullying Policy  
Updated May 2023

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## St Paul's First School, Coven

### Anti-Bullying Policy

Comments:	Annual Review Or more frequently if legislation and guidance changes.
Policy Created:	Adopted by Governing Body on 23 <sup>rd</sup> May 2018  <i>L. E. Jones</i>  Lorna Jones, Chair of Governors, 23/5/18
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## Anti-Bullying Policy

### Trust ethos

At Staffordshire University Academies Trust (SUAT) we are committed to creating and sustaining a positive and inclusive environment for all children/students, staff and parents / carers which is free from discrimination.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children/students be able to fully benefit from the opportunities available at SUAT Academies.

### Aim

The aim of the anti-bullying policy is to ensure that children/students learn in a supportive, caring and safe environment without fear of being bullied and to defend the right of every child and adult to be happy, safe and secure in the Academies within the Trust.

The Trust and our school aims to eliminate bullying by:

- Making children/students, staff and parents / carers aware of bullying, its definition and the procedures outlined in the policy.
- Creating channels for children/students to openly discuss their problems.
- Empowering children/students who are bullied to seek help or help themselves.
- Modifying the behaviours of bullies and victims and providing the support they need too.
- Having a proactive schemes of work throughout the Trust, encouraging principles of citizenship, openness and fair play.
- Including all members of staff, children/students, parents and Trustees in the practice, monitoring and effectiveness of this policy.
- Educating children/students through curriculum opportunities to better understand what bullying is and how to help both themselves and others.

The long term aim of this policy is to reduce the number of children/students who experience bullying, through increasing awareness of this behaviour, the causes of bullying and its consequences for all who make up the St. Paul's community. This policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the St. Paul's community know what they can expect from the school and what the school expects of them with regard to bullying.

### Definition of Bullying

Bullying is defined as "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Safe to Learn: **Preventing and Tackling Bullying (2011)**

Child line notes that, bullying can also be seen as any occasion where someone deliberately intimidates or harasses another. It is recognised that bullying can be between adults, adults and children as well as between children.

Specific types of bullying are:

- Related to diversity
- Related to race, religion or culture

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- Related to special educational needs and disabilities
- Related to appearance or health conditions
- Related to sexual orientation
- Bullying of young carers, looked after children, or related to home circumstances
- Sexist or sexual bullying
- Cyberbullying

(Ref. Safe to Learn – Embedding anti-bullying work in Schools, DCSF: 2007)

Bullying behaviour can include: name-calling; taunting; mocking; making offensive comments; threatening; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it can take place in the presence of others.

According to 'Kidscape' bullying:

- involves aggression (deliberate) and unequal power relationship; and
- results in pain and distress and is **persistent**.

Cyberbullying is a method of bullying rather than a type of bullying - including bullying by text message, via instance messenger services and social network sites, via email and via images or videos posted on the internet or spread through the use of mobile technology.

### Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. Racial discrimination or stereotyping, and discrimination of any kind, for any reason, is also considered bullying.

At St. Paul's we will continually be proactive about:

- seeking opportunities to learn about and celebrate difference(s)
- increasing diversity within our staff, volunteers, children and students
- welcoming new members to our communities

### Procedures to be followed when bullying is suspected

1. When a bullying incident is reported, those accused of bullying and witnesses of the incident will be invited to describe verbally to a member of staff what has taken place and this will be recorded. The targeted child/student will also have the chance to have their account of what has taken place recorded.
2. Bullying incidents will be recorded in our school's 'Bullying Log' for safeguarding and monitoring purposes. All documentation to do with specific incidents will be filed in the children/student files.
3. Sanctions
 

If a child either admits to bullying or it can be proved beyond reasonable doubt that they have taken part in this behaviour, then the following methods and sanctions can be used.

  - The incident will be reported to their parents/carers and action will be agreed.
  - A restorative justice package may be used to ensure that issues are resolved.
  - An internal exclusion may be used where the perpetrator is isolated from their peers, social time at breaks being removed and a detention being sat the same day.
  - A fixed-term exclusion may be put into place.

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- A permanent exclusion will be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions and restorative strategies have been used.
4. Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, referral to an outside agency may be made where a support programme will be put in place for the person who committed the bullying. We recognise that people who bully have often been victims themselves; that they may have needs to be addressed.
  5. Children at risk of exclusion as a result of continual bullying will be supported by the school through a Support package, which can include internal and external expertise aimed at improving and stopping the behaviour.

#### **Support for the victim is paramount through:**

1. Offering them an immediate opportunity to talk about the experience with a member of staff.
2. Reassuring them that the matter will be dealt with quickly and fairly.
3. Offering continued support through the school's pastoral system eg. the mental health and well-being lead
4. Referral to external agencies if appropriate eg. SUAT Counsellor

#### **Support for bystanders through:**

1. Offering them support an opportunity to share their feelings and views.
2. Provide support through the academy pastoral system if required.
3. Continued opportunities through curriculum provision to raise awareness and means of support to address all forms of bullying.

### **Responsibilities**

#### **The Governors will:**

1. Determine the strategies and procedures.

#### **The Head teacher will:**

1. Ensure that the school participates in anti-bullying week through PHSE, assemblies and other activities.
2. Ensure that all staff have an opportunity of discussing and reviewing strategies.
3. Discuss development of the strategies with the Senior Leadership Team and make recommendations to Governors.
4. Ensure appropriate training is available to all staff.
5. Ensure that the procedures are brought to the attention of all staff, parents and students; and
6. Report annually to the Local Academy Council (LAC).
7. Ensure that displays are renewed on a regular basis that reflect bullying issues.
8. Information will be easily available on issues related to all aspects of bullying.

#### **The Teaching Staff and Support Staff by:**

1. Initiating the immediate action deemed necessary.
2. Recording all allegations of bullying on the 'Bullying Log'.
3. Being involved in any agreed strategy to achieve a solution.
4. Liaising with staff and parents/carers (as appropriate to their role).
5. Keeping their Line Manager informed of incidents.
6. Determining how best to involve parents/carers in the solution of individual problems.
7. Organising resources and publicise the anti-bullying awareness pledge/campaign each year.

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**All Staff will:**

1. Know the policy and procedures.
2. Be observant and to ask children/students what is happening to them.
3. Deal with incidents according to the policy.
4. Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
5. Take an active part in the Anti-Bullying initiatives/events.
6. Fully participate in appropriate CPD.

**Parents/Carers play a vital role by:**

1. Stressing to their child the importance of positive social behaviour and that it is never appropriate to use physical violence or verbal abuse to negatively affect others.
2. Valuing and recognising their role in shaping children's attitudes and life-long learning experiences by actively endorsing and supporting this policy.
3. Reporting any misgivings, they have concerning bullying.
4. Recognising their impact on a child's self-esteem and coping strategies.

**Children will:**

1. Be encouraged to tell anybody they trust, without prejudice, if they are being bullied and/or if their peers are being bullied.
2. Be invited to tell us their views about a range of academy issues, including bullying, through regular questionnaires and pupil conferencing.

**Outside Agencies:**

Certain professional bodies will be invited to speak to the children, such as the Barnardos, NSPCC, Police as the opportunities arise. Drama productions will also be presented, where the opportunity arises, focussing on anti-bullying issues.

**Monitoring and Evaluation**

1. A review of the combined 'Bullying Logs' will be completed by the school at least annually and reported to the Local Academy Council.
2. Trust wide monitoring will be completed through electronic collation and evaluation of types of bullying incidents provided by each Academy; including their responses to these incidents;
3. Outcomes of monitoring and evaluation may be used to inform and update policy and practice; including provision of appropriate CPD for academy colleagues.