Anti-Bullying Policy

St. Andrew's CofE Junior School

Approved by:	**Date:**
Last reviewed on:	
Next review due by:	

Designated Teacher for Anti-Bullying: Mrs A Cornwall
Designated Governor Anti-Bullying: Mr Bruce Levitan
Date policy adopted by the Governing Body: September 2025
Date policy to be reviewed: September 2026

Our Vision

Through experiences rooted in Christian Values and through mutual Respect. We guide children to develop Compassion, Responsibility and Resilience in a caring environment.

Spiritual and Moral development

We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created.
In each class every child will be given the opportunity to develop his/her true potential academically, morally and spiritually.
The children in our care will be taught to respect each other and the world around them. In dealing with others they will show forgiveness and patience, ready to help those in need.
They will be taught to appreciate the aesthetic value of the world we inhabit. Opportunities to do this will be sought across the subject range both in the academic and the more creative aspects of the curriculum. We take a restorative approach to behaviour management, and all incidences of bullying will be dealt with within the restorative framework

1 Introduction

The anti-bullying policy reflects the aims and ethos of our School Mission Statement and our vision.

"Through experiences rooted in Christian values and through mutual respect - we guide children to develop Compassion, Responsibility and Resilience in a caring environment. "

Every child at St Andrew's CE Junior School has the right to a secure and safe environment. All members of the school community have a responsibility to ensure that this exists and that any incidents of bullying are dealt with appropriately.
The school will take seriously and investigate all incidents of bullying.

2 Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

3 Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
This policy aims to produce a consistent school response to any bullying incidents that may occur.
We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4 The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

5 The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.
The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- teachers keep their own records of all incidents that happen either in individual pupil books, where appropriate and the Incident log system, CPoms. If teachers

witness an act of bullying, they will either investigate it themselves or refer it to the Assistant Head(s).

- if unresolved, the matter will be investigated by the headteacher. The head teacher is informed of all bullying incidences. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

- the head and Assistant Headteachers record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report to the headteacher.

- when any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Sanctions in line with the Restorative Practice and Behaviour policy will be enforced.

- We aim to understand the underlying reasons behind a child's bullying behaviour and ensure that appropriate support is put in place to address their needs and promote positive change.

- if a child is repeatedly involved in bullying, we inform the headteacher and the SENDCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies. Sanctions in line with the Restorative and behaviour policy may be enforced.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The School also celebrates Anti-Bullying Week with a variety of activities for all pupils to take part in.

7 The role of parents

- parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately
- if they are not satisfied with the response, they should contact the headteacher.

- if they remain dissatisfied, they should follow the school's complaints procedure (See the School's Complaints policy)

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the School Community.

8 The role of pupils

- pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- pupils are invited to tell us their views about a range of school issues, including bullying, by using their class Worry Box. This can be confidential.

9 Child on Child abuse

Child on child abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying. This is a matter of professional judgement.
If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL particularly if:
- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.