

St. Clement's C. of E. Academy



Anti-Bullying Policy

Date Issued: 18.10.19

Next Review Date: October 2021

Our vision is to inspire happy, courageous, independent, curious and creative life- long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity. We believe that being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

Learning for Life, Anchored in Christ

Serving the local community in the name of Christ since 1859

ANTI-BULLYING POLICY

At St. Clement's Church of England Primary Academy, Governors, staff, parents and children will work together to create an ethos and follow practices which resolve conflict constructively so that everyone may feel secure and happy within the Academy environment. We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated.

The academy will seek ways to counter the effects of bullying that may occur within the academy or in the local community. The ethos of our academy fosters high expectations of outstanding behaviour and Christian values. We will consistently challenge any behaviour that falls below this.

School statement on bullying:

All children who attend St. Clement's are offered a high quality education that values every person as an individual made in the image of God and seeks to develop them to fulfil their potential both academically and spiritually. We aim to produce citizens of a global community who uphold and respect shared values, which strongly align with the Christian values of the Anglican Communion.

All individuals, representing a diverse range of backgrounds and beliefs, are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop a multi-faith community where God's love, compassion and forgiveness inform our daily lives.

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.

Types of Bullying:

It is everyone's responsibility to prevent occurrences of bullying and to play their part in dealing with any incidents quickly and effectively. The victim, their friend(s), their parent(s), or other interested people can bring bullying to the attention of staff.

Bullying can be described as a deliberate act done to cause distress solely in order to give a feeling of power, status, or gratification to the bully. It is often repeated over a period of time and occurs when it is difficult for those being bullied to defend themselves.

Physical	Pushing, kicking, biting, hitting, punching or any use of violence.
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Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Emotional	Being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
Racial	Racial taunts, graffiti, gestures.
Sexual	Unwanted physical contact or sexually abusive comments. Sexual harassment.
Homophobic/Discriminative (LGBT)	Because of, or focussing on the issue of sexuality or gender Example of some inappropriate wording/phrasing - Your top is gay, tranny, run like a girl, lesbo).
Direct/Indirect	Direct bullying occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours. Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.
Cyber	All areas of the internet, such as email, internet chat, Twitter and Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, Ipad, Games consoles.

Reference and further information can be found in Keeping Children Safe in Education September 2020.

[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/468266/Keeping_Children_Safe_in_Education_September_2020.pdf)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEND or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from the academy, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims:

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Objectives

- To ensure that adults in authority support the safety and emotional well-being of the children.
- To heighten awareness that bullying is not acceptable.
- To address issues with staff, pupils and community on a regular basis.
- To ensure that bullying behaviour is challenged.
- Termly and annual reports to Senior Management and Governing Body on levels of reported bullying.
- To help children feel confident to disclose incidents of bullying.
- To reassure children and parents that bullying is investigated thoroughly and dealt with effectively.
- To teach children how to manage their personal relationships constructively, with respect and self-worth.
- 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.

Strategies for identifying bullying

At St. Clement's C. of E Academy we practice a range of agreed approaches to be pro-active and to deal openly with incidents of bullying. Amongst these are:

- Encourage children to talk about their problems with a trusted person, whether adult or child, reassuring them of as much confidentiality as possible.
- Dinner supervisors and duty teachers report incidents, which occur in the playground to the class teacher or Pastoral Manager This enables teachers to identify any patterns of bullying that may arise.
- An academy record of any incidents of bullying (Cpoms).
- All staff to watch for early signs of distress.
- Keep bullying as a high priority through collective worship, circle time and curriculum, whilst actively promoting cooperative behaviour and citizenship.
- Annual Anti- Bullying week.
- UNICEF Rights of the Child Award Work.

Signs and Symptoms:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible changes/signs and discuss this with either parents, staff, Pastoral Manager or Head Teacher. All incidents of suspected bullying will be investigated thoroughly.

Procedures for dealing with bullying

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise or communicate what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

It is important to respond to bullying because bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

All known/reported incidences of bullying will be investigated by the class teacher, Pastoral Manager or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

In cases of bullying, the incidents will be recorded by staff and the Head Teacher notified. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem. If necessary and appropriate, the police will be consulted, the bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour. The aim of all procedures is to bring about reconciliation and changed behaviour. Incidents, which are repeated or deemed serious, may result in a fixed term or permanent exclusion.

Note for Parents...Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Help Organisations

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Bullying Online www.bullying.co.uk

CHILDLINE 0800 111 111

The Role of Governors

The governing body supports the Head Teacher in dealing with incidents of bullying.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the policy regularly. The governors require the Head Teacher and Pastoral Manager to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the academies anti-bullying strategies.

The governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head Teacher

It is the responsibility of the head teacher to implement the academies Anti-Bullying strategy and to ensure that all staff are aware of the academies policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour. The Head Teacher sets the academies climate of mutual support, Christian values and praise for success.

The Role of staff

Staff will reinforce expectations of behaviour in line with the academy's values and policies. Staff will follow the equality policy; supporting every child in our academy. Staff must be careful not to highlight differences of children or an individual child. Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of the feelings of others and show kindness to all.

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 the academy's Pastoral Manager or a member of the Senior Leadership Team – this can be done via phone or by coming to the school's office.

Parents have a responsibility to support the academy's Anti-Bullying Policy and to actively encourage their child to be a positive member of the academy community.

The Role of Safeguarding

- To ensure that pupils feel safe in the academy and that all children understand the issues of safety surrounding bullying.
- To ensure that pupils feel able to seek support from the academy.
- To listen to pupil views about their safety and ensure they know their legal rights. This can be done by promoting anti-bullying through; Anti Bullying Week, Child Safety Week, Mental Health Week, Health Week, UNICEF, PSHE (Jigsaw), Personal Development Sessions and Collective Worship.
- To refer to and act in line with the academy's safeguarding policy.

Prevention

A variety of methods are put in place to support children in preventing and understanding the consequences of bullying; whole academy assemblies, PSHE (Jigsaw), SMSC, Curriculum, the academy's vision, collective worship, Anti-Bullying Week, Buddy Bench and the use of Academy Prefects, E-Safety lessons and 'Time Out' emotion slips. Children are also consulted through in-academy pupil questionnaires, pupil voice and a pupil led UNICEF Committee. The ethos and working philosophy of the academy means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded with our weekly 'Kindness Award'.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents or concerns. The use of 'Time Out' slips within the academy is promoted by all staff and Academy Prefects.

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Children are involved in the prevention of bullying as and when appropriate, these may include; writing a set of academy or class rules, writing stories or poems or drawing pictures about bullying, reading stories about bullying/differences, making up role-plays about what to do through scenarios of bullying, having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly and the UNICEF Rights Committee creating a child speak Anti-Bullying Policy.

Covid – 19

The coronavirus (COVID-19) pandemic is going to affect daily life, as the government and the NHS take necessary steps to manage the pandemic, reduce transmission and treat those who need medical attention. Regardless of their age, this may be a difficult time for children and young people.

When children are accessing remote learning and using online platforms, parents needs to check devices and be sure they know what communications are being carried out. At St. Clement's we will use TEAMS as an online learning platform and class emails to communicate. These will be monitored by class teachers. The academy BLOG will also be used to share news, as well as, Instagram, Facebook and Twitter. Any comments deemed inappropriate or unkind will be removed and the family contacted. Any incidents of 'online bullying' during remote learning will be dealt with inline with the academies policy.

Look out for any changes in their behaviour. Children and young people may feel less anxious if they are able to express and communicate their feelings in a safe and supportive environment. Children and young people who communicate differently to their peers may rely on you to interpret their feelings. Listen to them, acknowledge their concerns and give them extra love and attention if they need it.

Unfortunately, children maybe cut off from their normal support systems. Educators, teachers, mentors, counsellors, coaches, after-school program managers and others, who would normally be able to detect that something is wrong, are no longer seeing children daily. In the case of a serious incident a 'face to face' meeting may need to be held an appropriate PPE worn.

As the virus originated from Wuhan, China, and has been largely referred to as the "Chinese Virus", children of Asian descent and appearance are more vulnerable than their classmates. "It is very possible that racist bullying/incidents and or cyberbullying may increase. Some continue to call COVID-19 a 'foreign virus,' Staff will discuss these issues with children and promote 'Anti-Racism' across the academy and wider community.

Child Speak Anti Bullying Policy

Front



Don't be a 'Bully' be a 'Buddy'



Use kind hands.







Use kind words.



**Understand we are all
special and unique.**

Be you!

	<p>Love is love no matter who you love.</p>
	<p>Do not say unkind things about others.</p>
	<p>If you want to touch someone ask them first.</p>
	<p>Be kind online.</p>

ST. CLEMENT'S
C.O.F.E. ACADEMY

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Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Racism	Racial taunts, graffiti, gestures.
Homophobic	Because of, or focussing on the issue of sexuality.
Indirect	Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.
Harassment	Unwanted physical contact.



Cyber	<p>All areas of the internet, such as email, internet chat, Twitter and Facebook misuse. Mobile threats by text messaging and calls.</p> <p>Misuse of associated technology, i.e. camera and video facilities, iPad and games consoles.</p>
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Review

Date of Issue: 22.10.19

Signed: _____

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