

Anti-Bullying Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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Chairs Signature:	See Paper Copy

Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

At Nutgrove Methodist, we aim to create an ethos of good behaviour where children treat everyone with respect and have a clear understanding of the right way to behave. These values of respect for all children and staff, an understanding of the value of education and a real awareness of how our actions affect others permeate the whole school environment and are reinforced by staff and older children who set a good example to the rest. The spirit of our culture is one built upon Christian values which prepare the children for living in harmony within society. We develop their understanding of the values of service, self-control, respect, thankfulness, trust, joy, forgiveness, love, peace, justice, patience and hope.

In our school, we aim to create a welcoming atmosphere where children, staff, parents/carers and visitors are, and feel, valued. We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity. We promote children's self-esteem, their rights and responsibilities

Bullying of any kind is unacceptable in our school. We continuously strive to maintain our non-bullying ethos in which relationships are based on mutual respect, trust, caring and consideration for others.

Aims and purpose of the policy

- 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 children and parents of the school's expectations and to foster a productive partnership that 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.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour that is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name-calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)

- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

2. Reporting bullying

If bullying does occur, all children should feel empowered to tell. Children should feel secure in the knowledge that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell an adult.

Children should tell an adult eg their teacher, another member of staff or another adult if they are being bullied or if they believe that another child might be being bullied.

Everyone in our school is expected to act promptly, consistently and firmly to combat bullying wherever it occurs. Children should be encouraged to raise their concerns about bullying to staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. Children can speak to an adult directly or can use the daily emotions peg system to self-refer.

Reporting – roles and responsibilities

Staff All staff must challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff The Headteacher and Deputy Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. Any persistent incidents will be brought to the attention of the Headteacher and/ or Deputy Headteacher.

Parents/carers Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying by talking to an adult at school.

Parents/carers should talk to their child's class teacher in the first instance. The class teacher from each class is available for brief discussions at the beginning/end of the day at the classroom door. Appointments with teachers or senior leaders are welcome and encouraged if a parent/carer, teacher or leader wishes to discuss their concerns further. The Pastoral Assistant is available to offer practical and pastoral support to parents/carers. Appointments can be made at the main school office.

Children should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Children should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to tell an adult. Children should tell an adult if they believe that another child might be being bullied.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on CPOMS.
2. The Headteacher/Deputy Headteacher will monitor incidents on CPOMS and also by the Safeguarding Team.
3. The Headteacher will produce termly reports summarising the information which the Headteacher will report to the Governing Body.
4. Support will be offered to the target of the bullying from the Class Teacher and/or Pastoral Assistant and/or SLT to address the identified needs of the pupil.
5. Staff will proactively respond to the bully who may require support from the Class Teacher and/or Pastoral Assistant and/or SLT to address the identified needs of the pupil.
6. Staff will respond promptly, in line with school policy, to any parental concerns.
7. Staff will ensure parents/carers are kept informed about concerns and the action taken, as appropriate. Staff will work with parents/carers to support their child.
8. Staff will assess whether any other authorities (such as police or other agencies) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying outside of school is unacceptable. Bullying will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyberbullying in particular means that it can impact the children's wellbeing beyond the school day. Staff, parents and carers, and children must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Follow up actions and sanctions, (as appropriate) will be taken for children found using any such language. Staff should also respond to and record the casual use of derogatory language.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and can have a significant impact on those targeted.

All prejudice-based incidents are taken seriously and recorded and monitored in school. Incidents will be discussed with parents/carers. Parents/Carers are very important role models for their children. The best outcomes for children are achieved through a strong, supportive partnership between Parents/Carers, children and school staff. The school actively encourages good working relationships between children, parents/carers, teachers and all adults who work in school.

The Headteacher regularly reports these incidents to the governing body. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it facilitates the use of targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school's motto is to promote 'My Best, Always, Everywhere.' By this we mean we are committed to the all-round development and flourishing of all members of our school community. Our ethos is based on our Christian service, self-control, respect, thankfulness, trust, joy, forgiveness, love, peace, justice, patience and hope. Our school vision and ethos are at the heart of everything we do. This ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- In Collective Worship, we consider ways in which these values influence the choices we make about how we respond and behave.
- Throughout our curriculum, we nourish our children's spiritual, moral, social and cultural development and encourage them to develop strong aspirations and a desire to make a positive difference in a society faced with continual challenges that require resilience, understanding and a desire for peace.

- Teachers also capitalise on opportunities in all subjects to consolidate children's understanding of how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.
- Through a variety of planned activities and time across the curriculum, children are allowed to gain self-confidence and develop strategies to express their own thoughts and opinions, speak up for themselves and be courageous advocates for the rights of others.
- Personal Social and Health Education is taught by all staff within a programme that encourages a child's self-esteem, self-awareness and knowledge, understanding and respect of others. Our PSHE curriculum - PATHs includes opportunities for children to understand different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for children to learn to value themselves, value others and appreciate and respect difference.
- Across the curriculum, we actively teach, promote and reward co-operative group work within lessons.
- Our staff support children who show early signs of bullying behaviour or children who may be potential victims.
- Our school Behaviour Policy identifies clear expectations for acceptable behaviour and rewards and sanctions are consistently applied.
- Stereotypes are challenged by staff and children across the school.
- Name-calling and inappropriate Language is responded to by all staff.

8.Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and lunch-time supervisors) receive regular training on all aspects of the anti-bullying policy.

9.Monitoring reviewing the policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly in consultation with the head teacher.

10. Evaluating and reviewing

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

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

Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Collective Worship Policy
- Curriculum Policy
- SEND Policy