

St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16 v14



Anti-Bullying Policy

Updated following the publication
of Behaviour in schools, advice for
Headteachers and school staff –
February 2024

Written by	Approved by	Date of Approval	Version Approved	Next Review Date

LCR	LAB	September 2025	LCR	September 2026
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“Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected,” The Rt Revd Dr Jonathan Frost, Bishop of Portsmouth Lead Bishop for Education and Chair of The National Society.

Our Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **‘Let all that you do be done in love’** encourages us to have a lifelong love of learning so we flourish as human beings.

‘Let all that you do be done in love’ 1 Corinthians ch16 v14

Statement of Intent

At St Barnabas we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. As stated in ‘Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)’, schools should ensure that pupils have a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At St. Barnabas, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying Policy. We believe that we should value all God’s children. We are a *TELLING school*. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims and Objectives

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school’s policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools / academies to have an Anti-Bullying Policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001,) The Children Act 2004 and Keeping Children Safe in Education 2024; Part five: Child-on-child sexual violence and sexual harassment
- All governors / LAB members, teaching and non-teaching staff, pupils and parents/guardians will understand what bullying is.
- All pupils and parents/guardians will know what the school's policy is on bullying and what they can do if bullying occurs.
- All governors / LAB members, teaching and non-teaching staff will know what the school's policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole-school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE [Personal, Social, Health, Economic Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.*
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

*Most of PSHE education became statutory in September 2020 under the Children and Social Work Act. The Act introduced compulsory Relationships Education in all primary schools and compulsory Relationships and Sex Education in all secondary schools. Health Education (both mental and physical) became statutory from key stages 1 to 4. This brought all schools more in line with independent schools who were already required to teach all of PSHE education. This **statutory content** – often summarised as '**RSHE**' – covers the majority of PSHE education and has been an increased focus for Ofsted following its **review into sexual harassment in schools**. This review called for carefully planned and sequenced RSHE in all schools, taught by trained teachers.

Protected Characteristics

Our school community understands that it is against the law to discriminate someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion or belief
- sex
- sexual orientation

We ensure these characteristics are built into our Anti-Bullying Policy.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim/s.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Sexual - unwanted physical contact or sexually abusive/ explicit/ suggestive comments
- Sexist - characterised by or showing prejudice, stereotyping, or discrimination, typically on the basis of sex
- Racist/ xenophobic - racial taunts, graffiti, gestures, making fun of culture related to race and prejudice linked to a victim being from a different country
- Homophobic - prejudice related to actual, or implied, sexuality
- Transphobic - prejudice related to gender
- Cyber/ online - any form of hate communication via their mobile phone, social media and the internet, e.g. setting up 'hate websites', sending offensive and abusive messages, trolling,
- Disablist - prejudice including any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- Religious/ related to faith - prejudice based on a faith or religion.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **several times on purpose** (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from the school. In such cases, the Head is empowered by law to deal with such incidents but must do so in accordance with the Academy Trust's policy.

At St Barnabas, we are concerned with our children's conduct and welfare outside as well as inside the school and we will do what we can to address any bullying issues that occur off the school's premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses.
- Talk to the Head Teacher of other schools and academies whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from the school
- doesn't want to go on the school transport
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stuttering/ develops a stutter
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in their work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying of children with Special Educational Needs

St Barnabas is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are always therefore particularly vigilant.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at St Barnabas. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents that any child reports:

1. **Report** all bullying allegations and incidents to staff. Children can report through 'I am worried'.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will **listen** and speak to all children involved about the incident separately.
5. Staff will **investigate**: the problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate **action** will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable and school consequences applied.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied in accordance with behaviour procedures.
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and **support** given, to help the bully (bullies) understand and change

his/her/their behaviour.

12. In all cases of bullying, the incidents will be **recorded** by staff on Arbor.

13. In all serious cases, parents will be informed and will be invited to come into school for a meeting to discuss the problem.

14. After the incident has been investigated and dealt with, each case will be **monitored** to ensure repeated bullying does not take place.

15. Bullying incidents will be discussed regularly at staff meetings.

16. The anti-bullying Governor / LAB member will present termly reports on serious bullying incidents to the Governors / LAB.

17. If necessary and appropriate, the DSL in school, Social Services or police will be consulted.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school community in writing and reviewing the policy, including producing a 'child speak' version of the policy for the children (available in all classrooms)
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agrees to adhere to the whole-school rule of: Ready. Respectful, Safe and 'Things I want my teacher to know' box in every classroom to post any concerns
- Awareness raising through regular anti-bullying worship
- PSHE (Personal, Social, Health, Economic Education) scheme of work from Reception to Year 7 used to support this policy
- Wellbeing Champions to support whole-school events and supporting individuals experiencing difficulty
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introducing playground improvements and initiatives
- Play Leaders to promote positive team games on the playground
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another through our Christian school values

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/guardians'

comments and bullying incidents recorded on Arbor will be used to gauge the effectiveness of the policy. **Appendix I:** Wellbeing Champions designed 'There is Power in Kindness' posters for classroom as part of Anti-Bullying Week. These posters include information on what bullying is and what happens if someone is feeling bullied.

What can bullying look like?

These are some, but not all the, examples:

- Being unfriendly or excluding
- Name calling or threats
- Pushing, kicking, taking someone's things
- Unwanted physical contact
- Unkindness based on male/ female
- Unkindness based on someone's race, culture or country of birth
- Unkindness based on someone's sexuality
- Unkindness based on someone's gender
- Hateful comments or abusive messages via mobile or online
- Unkindness based on someone's disability or special educational need
- Unkindness based on someone's religion

or faith

It is bullying if it is done several times on purpose (STOP).

What is not bullying?

It is important to understand that bullying is not the *odd occasion* of falling out with your friends, name calling, arguments or when the occasional trick or joke is played on someone.

Children sometimes fall out or say things because they are upset.

Learning how to deal with friendship breakdowns, the odd name calling or childish pranks are an important part of your development.

What do we do if we think someone is being bullied?

You:

Report

We:

Listen

Investigate

Action

Support

Record

Monitor

Appendix 2:

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	Act Against Bullying. Leading UK Anti-Bullying Charity
Advisory Centre for Education (ACE)	0207 704 3370	http://www.ace-ed.org.uk/
Anti-bully	not available	https://www.anti-bully.co.uk/
Anti-Bullying Alliance (ABA)	0207 843 1901	https://anti-bullyingalliance.org.uk/
Anti-bullying Network	0131 651 6103	respectme Scotland's anti-bullying service respectme
Bullying Online	020 7378 1446	https://www.familylives.org.uk/

BBC	not available	https://www.bbc.co.uk/
Childline	0800 1111 (helpline for children)	https://www.childline.org.uk/
Kidscape	020 7730 3300 (general enquiry) 08451 205 204 (helpline for adults)	https://www.kidscape.org.uk/

Beyond Bullying	not available	https://www.beyondbullying.com/
Kooth	not available	https://www.kooth.com/
NSPCC	0207 825 2500	https://www.nspcc.org.uk/
Parentline Plus	0808 800 2222	https://www.familylives.org.uk/about/our-services/ppa
The Children's Legal Centre	0800 783 2187	https://www.childrenslegalcentre.com/
The Office of the Children's Commissioner	0844 800 9113	Children's Commissioner for England (childrenscommissioner.gov.uk)
UK Government Website	not available	https://www.gov.uk/