CLAYTON ST JOHN
C of E PRIMARY SCHOOL

CLAYTON ST JOHN CofE PRIMARY

ANTIBULLYING POLICY

Ratified by Governors:	Autumn 25	Signed Head Teacher: Gemma Emsley Full Governing Body:
Next Review Date:	Autumn 2026	

'Growing together in God's Love'

A member of the bdat family

Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision

"Growing Together in God's Love"

"Give thanks to the Lord, for he is good; his love endures forever."
1 Chronicles 16:-34

Our Values



Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Statement of Intent

At Clayton St John CofE Primary School 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. 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 Clayton St John CofE Primary School we acknowledge that bullying does happen from time to time – indeed, it would 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 are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims and Objectives of this Policy

The aim of this policy is to set out the school's approach to the prevention of bullying as well as how the school will deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

• The school will meet the legal requirement for all schools to have an antibullying policy in place.

• The school will work closely with other professional agencies to ensure that children stay safe as stated in the following documents: The Children Act 1989, The Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Working together

to Safeguard Children 2023, Keeping Children Safe in Education 2025 and Preventing and Tackling Bullying 2017

• All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.

• All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported. • All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.

• 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 (PHSE [Personal, Health, Social and Economic Education] lessons, Philosophy for Children 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, which is deeply rooted in Christian Values and therefore leads to an environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is (taken from Preventing and Tackling Bullying 2017):

The Equality Act 2010 sets out the nine protected characteristics. Bullying behaviour is often driven in response to one (or more) of these, which are listed below:

• age

• disability

• gender reassignment

• marriage and civil partnership

• pregnancy and maternity

• race • religion or belief

• sex

• sexual orientation

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups or protected characteristics, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Child on Child Abuse:

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

• Bullying (including online bullying)

• Cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones or other wireless technology

• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

• Sexual violence, such as rape, assault by penetration and sexual assault • Sexual harassment, such as sexual comments (misogyny and misandry), remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse

• Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

• Sexting (also known as youth produced sexual imagery)

• Initiation/hazing type violence and rituals.

• 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

• Racist: racial taunts, graffiti, gestures, making fun of culture and religion

• Sexual: unwanted physical contact or sexually abusive or sexist comments

• Linked to sexual or gender orientation: because of/or focussing on the issue of sexuality

• Any unfavourable or negative comments, gestures or actions made to someone relating to their home situation, (e.g. a looked after child), disability or special educational needs

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 prank. 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 and online. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Clayton St John C of E Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off 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 school
- doesn't want to go on the school/in the taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence

- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under perform in school 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.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

What can you do if you see someone else being bullied? *(The role of the bystander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself

in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

Bullying of children with Special Educational Needs and Disabilites

Clayton St John C of E Primary School 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 therefore particularly vigilant at all times.

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 Clayton St John Cof E Primary School. 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:

1. Report all bullying allegations and incidents to staff.
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. 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.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
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 cases of bullying, the incidents will be recorded by staff on CPOMS.
13. In cases of bullying, parents will be informed and will be invited to come into school for a meeting to discuss the problem with a member of SLT
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. If necessary and appropriate, the DSL/DDSL, Social Services or police will be consulted.

Pupils who have been bullied will be supported by:

- Being offered an opportunity to discuss the experience with a member of staff.
- Reassurance from the member of staff.

- Restorative practice (see above)
- Being offered continuous support until their self esteem and self confidence is restored.
- Parents, pupils and school to work together to solve the problem.

Strategies for the prevention and reduction of bullying:

Our response to bullying does not start at the point at which a child is bullied, we aim to adopt a more robust approach which involves staff in school proactively gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent the bullying occurring in the first place. In our school, we aim for proactive practice, rather than reactive. Some of the strategies used in school to prevent bullying include:

• Each class agreeing and writing their own set of class rules (Class Charter)
• Use National Anti-Bullying week resources to support the curriculum
• Awareness raising through regular anti-bullying assemblies
• PHSE (Personal, Health, Social and Economic Education) scheme of work from Reception to Year 6 used to support this policy
• Circle time / Philosophy for Children time spent on bullying issues
• Children being read stories about bullying to promote discussion
• Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
• Prominently displaying positive interaction posters produced by the children around the school
• Introduction of a confidential 'Worry' box or 'worry monster' where children can write and post their concerns and ideas
• Introducing playground improvements and initiatives
• Training Y5 and 6 pupils to be Young Leaders
• Using praise and rewards to reinforce good behaviour
• Encouraging the whole school community to model appropriate behaviour towards one another
• Organising anti-bullying training for all staff
• Positive promotion of diversity and inclusion to support children in understanding what inclusion means and how to show respect for all.
• Linking with national organisations such as NSPCC to provide workshops for children.
• Online safety highlighted during Safer Internet day and also threaded through the computing curriculum.

Consequences

Consequences will be in line with the Behaviour Policy. Persistent bullying could lead to a suspension or permanent exclusion and we may seek advice from the police in some circumstances.

Pupils will be reconciled through use of strategies, one example being that of restorative practice. This being a process of repairing harm done or caused, a means of managing conflict. It enables pupils to communicate and agree on how harm caused by their actions or done to them is to be repaired. This approach helps learning and understanding of consequences of behaviour and to take responsibility for repairing. It also enables pupils to more readily put an incident behind them and build up resilience.

Restorative practice involves the two pupils meeting together and guided by a member of staff. The features of this would include:

- Respect for everyone by listening to other opinions and learning to value them;
- Taking responsibility for own actions;
- Developing skills which enable pupils to identify solutions to repair harm and ensure behaviours are not repeated.

Monitoring Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness.
The policy will be implemented by all staff throughout school