



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

Anti-Bullying Policy

Rationale

At St Andrew's CE (VA) Infant School we are dedicated to creating a happy, stimulating learning environment supported by the Christian values of love, respect, patience, reconciliation and forgiveness. We seek to create an environment that prevents bullying from becoming a serious problem in first place. This anti-bullying policy links with our behaviour policy which sets out to balance a system of rewards and sanctions to create a caring, safe and effective learning environment.

Aims

We aim to provide children with a safe and secure environment, which enables them to develop self-esteem. We aim to support children in their development of their social skills in order that they can work and play to fulfil their potential. We cannot force children to always like each other, but we can prevent them from actively disliking and bullying each other. We will not tolerate bullying or harassment of any kind.

We believe that it is everyone's responsibility to respect and care for others and to ensure that nobody is hurt or upset. We regard bullying as a serious threat to our school ethos and always take it very seriously, it is also a major concern for both pupils and parents. Therefore children will be encouraged to report any incidents of bullying and seek help immediately if they see anyone being bullied.

Definition

DfE guidance July 2013 defines bullying as 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.

The primary strategy SEAL (Social and Emotional Aspects of Learning) materials indicate that there are three key characteristics of bullying:

1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.
2. Bullying is deliberate and often premeditated.
3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).

We are committed to prevention through:

- Identifying early forms of intimidation in order to reduce opportunities for bullying
- providing at least 2 members of staff to supervise the playground during play time and lunch time
- ensuring all adults act in ways which enable children to feel confident about talking to adults in school about concerns and anxieties
- ensuring that all staff follow the school Behaviour Policy and use rewards and sanctions consistently
- regularly teach the school's rules in all Year groups
- ensuring all parents are aware of our expectations for behaviour through our Induction Meetings
- ensuring parental support for the Behaviour Code through the Home School Agreement
- emphasising to children that they are responsible for their actions
- encouraging each child to develop a sense of belonging and commitment to our school community through our teaching in Collective Worship and Religious Education units

- raising children's self-esteem through discussion and activities in the PSHE curriculum particularly the use of Circle Time and contributions to the School Council
- offering a cross-curricular education with emphasis on the moral, social, cultural and spiritual development of the children.
- ensuring children are encouraged to respect and value each other through planned teaching in different subject areas:- Personal Social Health Education, Collective Worship, English and R.E.

Assessment and Record Keeping

The school monitors racist incidents and subsequent action. A log will be kept of any complaints of bullying and a record of action taken by the school to change the behaviour. Detailed observation notes will be taken over a fixed period to support the action to be taken.

Actions to be taken if bullying is suspected or identified as taking place

Where bullying is suspected or has been reported the school will deal with the incident immediately by taking the following steps:

- The incident will be investigated by the member of staff to whom it had been reported.
- The result of the investigation will be recorded and discussed with a senior member of staff.
- Written records of investigations will be held in the 'Anti-bullying' file in the Headteacher's office.
- Where there is evidence or strong suspicion of bullying the Headteacher/**Head of School** will conduct further investigation as necessary.
- Sanctions will be applied against the perpetrator in line with the school behaviour policy.
- Parents of pupils who have been bullied will be kept informed.

Pupils who have been bullied will be supported by:

- Being given an opportunity to discuss the experience with a trusted member of staff
- Having their fears taken seriously
- Being given reassurance both on an immediate and longer term basis
- Being helped to restore their confidence and self esteem

Pupils who have carried out bullying will be helped to improve by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and why there is a need to change
- Their parents / carers being informed to support changes to pupils' attitudes

Further Disciplinary Steps

In addition to the usual sanctions detailed in the school behaviour policy in extreme cases the Headteacher may use the following:

- Official written warnings
- Exclusion from certain areas of school premises or at certain times of the day e.g. lunchtime
- Fixed term exclusion
- Permanent exclusion

In case of threats to staff or pupils by parents or other visitors to the school the Headteacher may insist that perpetrators leave the site. Legal steps may also be taken to prevent perpetrators returning.

Monitoring evaluation and review

The Headteacher /**Head of School** will inform the Governors of any bullying incidents through the Headteacher's report to Governors.

Consultation and Review

The policy will be reviewed every year by the Headteacher in consultation with and a named governor.

Policy written: December 2013 **Consultation with staff:** December 2013

Reviewed: July 2014, February 2016, September 2017, **September 2018**