



St Edward's C of E
Primary School
Exploring faith, life and learning



Anti-bullying Policy

'I have come that they may have life, and have it to the full.'
John 10:10

Summary of Policy Review Dates

Created by	A Petrie
Approved by	P Mann
Date Created	April 2021
Policy Review Timescale	1 Year

Date Reviewed	Reviewer	Date adopted by Governing Board
September 2022	Nicola Smith	
September 2023	Nicola Smith	
September 2024	Nicola Smith	

Anti-Bullying Policy and guidance supporting children and young people

Bullying can happen anywhere. To tackle bullying successfully, the whole community and all services for children and young people need to work together to change the culture so that bullying is unacceptable.

1. Our vision is:

- To promote emotional health and well-being all for children and young people at St. Edward's C of E so that bullying behaviour is unlikely to prosper
- For all staff in St Edward's C of E to recognise bullying as an unacceptable behaviour and actively work together to challenge it
- That school work with other associated organisations working with children and young people
- To make everyone aware that safeguarding is everybody's responsibility. This means that it is the responsibility of all staff working with children and young people at St Edward's C of E to take responsibility to prevent, challenge and respond to bullying wherever it occurs
- It is also expected that no staff will exhibit bullying behaviour in their own working practice and that all staff will model behaviour that is supportive and encouraging.

2. Our aims:

The Aims of this policy are:

- To raise awareness of the nature and impact of bullying and what systems are in place to deal with this
- To promote a consistent and coherent approach towards identifying, challenging and responding to bullying
- To promote the emotional resilience of children and young people to deal more effectively with bullying in all settings
- To promote a culture of openness to deal more effectively with bullying
- To promote the understanding that the management of bullying is the responsibility of us all.

3. Definitions

Bullying can be described as:

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, 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.

Refer to: 'Preventing and Tackling Bullying' 2017, Department for Education

4. What is the effect of bullying?

Bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who bully or witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

The most common effects of bullying are:

- Anxiety and depression that can lead to intermittent and long-term absence from school, physical illness, mental illness or even suicide
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations, standards of work and therefore their academic attainments
- Withdrawal, which may lead to low participation in school and other activities
- The effects of bullying can last well into adulthood.

Possible indicators of bullying are:

- disturbed sleep
- bed-wetting
- head aches
- stomach aches
- problems with concentration
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes/money/property
- asking for more money than usual or stealing money
- eating disorders
- nervous when receiving cyber messages
- self-harm or risk of suicide.

All adults need to be aware of these potential indicators and investigate any they notice.

5. How can we recognise bullying?

Identifying bullying is not easy and the following messages should be considered when determining whether a situation is a bullying one:

- Perceptions of the victim – their feelings and interpretation
- Those being bullied are not in a position to stop the process and it is up to those adults working with children & young people to recognise bullying and to respond
- It is not usually as noticeable or obvious to others
- It is the effect that is the key determining factor, not the action
- It is a persistent situation, not isolated incidents
- It has the intent to hurt or upset the victim
- It is not limited to physical hurt - it can be social and/or psychological.

What do we do to prevent and monitor bullying?

- All incidents of behaviour that could lead to or are deemed to be bullying incidents in school are recorded by adults on CPOMS. The Headteacher and Deputy Headteacher are notified of these incidents, so that they can be monitored.
- Information on CPOMS is analysed and investigated further through conversations with children involved, other adults and parents.
- Parental complaints are dealt with by a member of SLT who will investigate any allegations of bullying previously and discuss positive outcomes with parents.
- Issues of Cyberbullying involving children at St Edward's C of E are taken seriously. Discussions with children involved and their parents take place and advice provided. Cyberbullying is included within the Computing curriculum, ensuring all children at St Edward's C of E understand how to use the Internet safely and appropriately.
- CPOMS is monitored weekly and incidents including bullying, racist and HBT (Homophobic/Biphobic/Transphobic) bullying incidents are reported.
- Nurture groups and 1-to-1 mentoring enable bullying issues to be addressed in school and provide a resolution to any issues with a positive outcome.
- Anti-Bullying Week provides a focus for the whole school to ensure they are aware of the issues around bullying and the high standards set at St Edward's C of E. Assemblies and class based work provide opportunities for all children to discuss issues and set clear expectations going forward.

The outcomes we are expecting to achieve for all children & young people include:

- Children and young people are able to tell us that they feel safe
- Identify and deal effectively with bullying and support all children, young people and families who have been affected by it
- Fewer children and young people experience bullying
- Children and young people are protected from harm, abuse and neglect.

All People Working with Children and Young People should:

- familiarise themselves with the Anti-Bullying Policy and have an awareness of how their work contributes to its implementation
- work to promote the principles and ethos of the Anti-Bullying Policy through their own work with and around children and young people
- recognise Anti-Bullying as a shared responsibility
- refuse to be a bystander if bullying is witnessed. Bystanding is not passive; witnesses to bullying play very different roles, some more active than others and these contribute significantly to what takes place. 'Doing nothing' has a real impact on events and may cause harm.