



*In God's eyes we believe, achieve and aspire!*

## **St Laurence-in-Thanel Church of England Junior Academy**

*Joy · Hope · Forgiveness · Love · Resilience*

### **St. Laurence School Vision**

**Our school offers a supportive, inclusive, nurturing and inspiring learning environment, where each member is known, loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.**

**Our policy reflects the Christian distinctiveness of the school. We treat all in our community with dignity, respect and love. Our values of love and forgiveness are demonstrated in our Anti-bullying Policy and reflect our nurturing approach; using Restorative Justice and 'every day is a fresh start' at the centre of all we do.**

### **Anti-Bullying Policy**

#### **School statement on bullying**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

#### **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 pupils and parents of the school's expectations and to foster a productive partnership which 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 and responding to incidents of bullying that occur. To inform pupils and parents of the school's expectations and to foster a productive partnership which 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 (See also Behaviour Policy and Equality Policy).

## **1. Definition of bullying**

Bullying is hurtful, unkind or threatening behaviour which 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
  - Related to another vulnerable group of people

## **2. Reporting bullying**

If a pupil feels that they are being bullied, or feels they have witnessed bullying, then they are encouraged to report this to their class teacher or teaching assistant who in turn may need to take advice/work alongside the Senior Leadership Team. The pastoral team Linda Sladden, Tracey Duffy and Allison Shepherd are always available for 1:1 support. Reported bullying issues will be reported on a bullying incident form. Depending on the nature of the incident then this may also be logged on to myconcerns (our system for reporting safeguarding incidents). Parents with any concerns can contact the School Office on 01843 592257 and will be directed to a member of the Designated Safeguarding Team and/ or Senior Leadership team.

### **Reporting – roles and responsibilities**

- All staff have a duty to challenge bullying (including LGBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. The Anti- Bullying Leads are Linda Sladden, Allison Shepherd and Tracey Duffy.

- The Senior Leadership team and the 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. Linda Sladden is the Senior Leader responsible for Anti-Bullying contactable through the school office or [info@stlaurencejuniors.co.uk](mailto:info@stlaurencejuniors.co.uk).
- Parents/carers also 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 and contact the school on 01843 592257 to report their concerns.
- Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

### **3. Responding to bullying**

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

1. **The incident will be acknowledged within 24 hours.**
2. Staff will record the bullying on an incident reporting form and also record the incident centrally on myconcerns/ SIMS
3. Designated school staff will monitor incident reporting forms and information recorded on SIMS /myconcerns analysing the results.
4. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
5. Support will be offered to the target of the bullying from the pastoral team, class teacher, a peer mentor or through the use of restorative justice.
6. Staff will proactively respond to the bully who may require support from the pastoral team, class teacher, peer mentor or through the use of restorative justice.
7. Staff will assess whether parents and carers need to be involved.
8. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

### **4. Bullying outside of school**

Bullying is unacceptable and 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 cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils 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 the incident log (myconcerns/SIMS ) and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

### **6. Prejudice based incidents**

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a 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 have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables 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 vision is at the heart of everything we do and 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.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. (See Appendix 1)
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class mentoring time/circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes such as Headstart offers support and resources to pupils.
- Restorative justice systems and peer mentors provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups through the school council and pupil consultation surveys.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## **8. Training**

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

## **9. Monitoring the policy**

The headteacher and the anti-bullying lead (Linda Sladden) is responsible for monitoring the policy on a day-to-day basis. The headteacher and the anti-bullying lead is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## **10. Evaluating and reviewing**

Anti-Bullying Policy agreed by FGB 29.11.21

To be reviewed Nov 2023

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Appendix 1 Pupil Version of our Anti-Bullying Policy

# St Laurence Junior Academy

## Anti-Bullying Policy

St Laurence Junior Academy is a caring school. We do not agree with bullying and think that everyone has the right to be happy and safe.

***No-one deserves to be bullied!***

### What is bullying?

Bullying is when someone is verbally or physically threatened or hurt by another child or group of children ***over and over again***.

Bullying can be:



Verbal



Physical



Cyber

## What do the teachers and children do to stop bullying?

- ✓ We have an anti-bullying week every year.
- ✓ We learn what bullying is and what we should do if it happens to us.
- ✓ We write down class rules and agree to stick to them.
- ✓ We watch plays and take part in workshops teaching us about bullying.
- ✓ The teachers and adults in school look out for bullying and listen to anyone who is being bullied.
- ✓ We tell a teacher or a teaching assistant if we are being bullied.
- ✓ We tell a teacher or a teaching assistant if we know that someone else is being bullied.
- ✓ We have playground mentors and buddies who we can turn to.

Appendix 2:

### St Laurence Junior Academy

### Bullying Incident Report Form

**DFE definition of bullying** - *'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

<b>Reported by:</b>		<b>Role:</b>	
<b>Date(s) of incident(s):</b>			
<b>Time(s) of incident(s):</b>			
<b>Location(s) of incident(s):</b>			
<b>Details of all people involved (please state level of involvement):</b> <i>1 = very involved 2 = involved 3 =slightly involved 4 = only indirectly involved</i>			
<b>Nature of incident:</b> tick all that apply			
<ul style="list-style-type: none"> <li><input type="radio"/> Physical (eg hitting, kicking pushing or inappropriate/unwanted physical contact)</li> <li><input type="radio"/> Verbal (eg name calling, ridicule, comments)</li> <li><input type="radio"/> Cyber (eg messaging, social media, email)</li> <li><input type="radio"/> Emotional/indirect/segregation (eg. Exclude someone, spreading rumours)</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Visual/written (eg graffiti, gestures, wearing racist insignia)</li> <li><input type="radio"/> Damage to personal property</li> <li><input type="radio"/> Threat with a weapon</li> <li><input type="radio"/> Theft or extortion</li> </ul>		

	<input type="radio"/> Persistent Bullying
<b>Forms of bullying or incident: tick all that apply</b>	
<input type="radio"/> Race – racist bullying <input type="radio"/> Sexual orientation – homophobic <input type="radio"/> Sexual orientation – biphobic <input type="radio"/> Special Educational needs or Disability. <input type="radio"/> Culture or class	<input type="radio"/> Gender identity- transphobic <input type="radio"/> Gender – sexist bullying <input type="radio"/> Appearance or health conditions. <input type="radio"/> Religion or Belief related <input type="radio"/> Related to home or other personal circumstances <input type="radio"/> Other or non-specific
<b>Frequency and duration of bullying behaviour:</b> Once or twice <input type="checkbox"/> Persisting over two months <input type="checkbox"/> Several times a week <input type="checkbox"/> Persisting for more than a year <input type="checkbox"/>	
<b>Other notes on incident:</b> including relevant previous behaviour	
<b>Checklist:</b> Tick as appropriate Does incident involve the same person?      Has a follow up date been set? Have parents/carers been notified? outcome?      Has the harmed been informed of the Had individual discussions with all?      Notes attached Y or N ( if no please give reason why) Had group discussion with all involved? Restorative Justice approach used?	
<b>Details of actions agreed with everyone involved- including parents and carers where appropriate:</b>	
<b>Follow up:</b>	

Anti-Bullying Policy agreed by FGB 29.11.21  
To be reviewed Nov 2023

<b>Completed by:</b>	
<b>Role:</b>	<b>Date:</b>

Appendix 3: Incident log and report to governors

<b>Incident log</b>	
<b>Date reported</b>	
<b>Nature of incident</b>	
<b>Form of incident</b>	
<b>Date of incident</b>	
<b>Place</b>	
<b>Time</b>	
<b>Aggressor Profile</b>	
<b>Target Profile</b>	
<b>Repeat incident/serious incident</b>	
<b>Action taken and feedback from target</b>	

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**Analysis of data**

[An analysis of the data (including any trends/patterns and any background information that might relate to trends) should be included here.]

**Actions to be taken**

[Any actions to be taken in light of the analysis of the data should be outlined here.]