



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY



Ready For The Future

Anti-Bullying Policy

November 2024

'Ready for the Future'

We provide a **happy and safe** environment for everyone, opportunities to **take responsibility and lead**, promote **curiosity and engagement with the world** around us and to be **kind and respectful to all**. We are **resilient** and **not afraid** to make mistakes. We are ready for the future.

Our key Christian values that arise from our vision are:

- Trust
- Hope
- Peace
- Forgiveness
- Koinonia
- Thankfulness

Our vision is rooted in the parable of the 'The Good Samaritan' which helps us to understand that help may come from those we least expect. It teaches us to have hope, have trust in others and to be kind to all. It demonstrates how we can use our skills and knowledge to serve others and shows our collective readiness for the future. This is what you will find across our academy.

Anti-Bullying Policy

St James Primary Academy is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

At St James, we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected in an environment where they can learn and fulfil their potential.

What is bullying?

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication (including social media).

Bullying behaviour includes:

Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;

Verbal e.g. name calling, swearing, spreading rumours, threats, teasing, goading;

Emotional e.g. being unfriendly, excluding, tormenting, ridicule and humiliation, targeting others because of who they are, making others feel like they're not in control of themselves/their own lives;

Cyber-bullying e.g. texting, emailing via social networking or gaming sites, sending offensive and/or degrading photos or videos, rumour spreading;

Sexist or sexualised bullying e.g. explicit sexual remarks, displays of sexual materials, sexual gestures, unwanted physical attention, inappropriate touching or upskirting;

Damage to property, or theft e.g. pupils may have their property damaged or stolen.

These actions may be prejudicial and be directed towards gender identity, sexual identity, ethnic origin, physical/social disability, personality etc...

Supporting Children Who May Have Been Bystanders

We recognise that for children who are bullying they can often be unintentionally influenced by others. Often children who bully have been victims of bullying, are trying to impress their peers or maintain other's expectations of them. This can be really difficult for a child to navigate, even if they want to change their behaviour.

Often other children will see the bullying, but feel powerless to make it stop through fear of backlash or being singled out. As part of our preventative and restorative measures, we also discuss the role of bystanders and what they can do to report bullying behaviour they have seen whilst also securing their anonymity if this is a primary concern.

School System – 4 Clear Stages

If the school, children or parents/carers raise a concern then the following process will be deployed:

Monitoring

- The class teacher/s will carry out an initial review (including scrutiny of behaviour records) to ascertain if there is an issue and if so, what the issue is
- The concern will be recorded on CPOMs and shared with staff
- The children's class teacher/s will speak with children involved in potential bullying, sharing their concerns and informing them that they will be monitored. Within the discussion, the class teacher/s will try to establish the problems that children have and also will endeavour to find a solution. Children will be involved in these discussion, to support them to find a mutually agreed solution.
- Agreed timescales for monitoring behaviour will be set by class teacher/s, with regular communication between the two as required (this may be daily, weekly or as concerns emerge).
- An informal, daily check of the identified children will be made to ensure they feel safe, supported, happy and respected.
- At the end of the agree timescales, if there have been no further incidents, the monitoring stage will end and children will be informed.

Stage One

- Should concerns persist or re-emerge monitoring will move to Stage One level
- The Behaviour Leader will be now part of this decision-making process. The Headteacher will be informed throughout.
- The identified child/children's class teacher/s, with support from the Behaviour Lead, will discuss concerns with parents/carers and outline the immediate course of action, support and timescales associated with these.
- Class teacher/s, with support from the behaviour lead, will meet with the identified children either together or individually (this must be considered case-by-case) to identify and resolve the problem. The system for monitoring will then be shared with the children.
- An informal, daily check of the identified children will be made to ensure they feel safe, supported, happy and respected.
- Agreed timescales for monitoring progress will be set by class teachers, behaviour lead and parents/carers with regular communication between the two as required (this may be daily, weekly or as concerns emerge).
- All staff will be made aware of the scenario and updated weekly through Staff Briefing.
- Should concerns continue to persist during Stage One, then this will be escalated to Stage Two.

Stage Two

- The Behaviour Leader will hold an individual discussion with all parents/carers concerned to outline the current situation, reasons for escalation and the supporting processes from here.
- The Behaviour Leader will meet immediately with the children concerned.
- A 'Happy and Safe Plan' (this may be given a different title depending upon context) will be created with the children concerned. This includes a main aim, steps to achieve this and identifying support systems. From this point a daily monitoring system will be established. This will involve a daily post-lunchtime discussion between the children and the Behaviour Leader.
- This stage may involve the deployment of other staff to become an identified point of contact and/or monitor of playground behaviours for the children concerned.
- Class teachers will now act as a support for the process and will record any concerns with the Behaviour Leader at the first opportunity.
- A weekly behaviour log record will be completed and stored on the school system.
- Communication between home and school to check progress and to register incidents or new concerns will be agreed and put in place.
- Should timescales require this, parents/carers will be updated about progress each half-term.
- Decisions to de-escalate/escalate will be taken only by the Behaviour Leader after discussion with Parents/Carers.
- All staff will be made aware of the scenario and updated weekly through Staff Briefing.
- There is no set timescale for this level of support. Each situation must be measured based upon current evidence.
- Social skills intervention may be deployed to support any of the children in this process.
- The Headteacher will meet with the Behaviour Leader weekly for a formal update on progress.

Stage Three (Stage Two aspects will remain and be supported, enhanced and supplemented in the following ways.)

- Failure to resolve the situation will now require a more formal discussion with the children, parents/carers, class teacher, Behaviour Leader and/or Headteacher. The format and approach taken will depend upon each context and the most appropriate way to proceed.
- This may involve support from external agencies should it be deemed appropriate.
- Playground or social time 'Mentors' may be deployed to assist the management of the situation.
- The 'Happy & Safe Plan' will now include clear goals and timescales related to them.
- Agreed, short-term milestones must be set and progress reviewed through regular contact with those involved.
- Timescales set by the Headteacher & Behaviour Leader.

Should concerns persist from here with no resolution being found then the Headteacher will refer to wider behaviour and discipline procedures within school.

The school behaviour recording system holds all bullying related instances – these are fully inclusive of all forms of bullying related to the protected characteristics.

PLEASE NOTE: Parents/carers must contact the class teacher in the first instance, prior to Stage One being initiated.

Reviewed by: Headteacher, Behaviour Lead, Chair of Governors

Reviewed: 15th November 2024

Review date: October 2025

Signature of Headteacher:



Signature of Chair of Governors:

