

St. John Chrysostom Federation



Anti-Bullying Policy

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1. Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

2. Aim of this policy

At SJC Federation, bullying is unacceptable and can damage a child's individual and educational needs. We do all we can to prevent it by developing an ethos whereby bullying is not tolerated. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of their roles and responsibilities in the eradication of bullying in our schools.

3. Our School

Our Federation supports staff to promote positive relationships and identify and tackle bullying appropriately.

We take all bullying concerns seriously, deal with concerns effectively and sensitively, so pupils feel safe to learn.

We report back to parent/carers regarding concerns on bullying and deal with complaints in a timely manner.

We seek to learn from good anti-bullying practice elsewhere and other relevant organisations where appropriate.

4. Definition of Bullying

Bullying is deliberately hurtful behaviour repeated over a period of time. Various national and international definitions of bullying exist, and most of these definitions have three things in common which reflect children's experiences of bullying gained from extensive research in this area. The three common aspects in most definitions of bullying are:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is usually an imbalance of power which makes it difficult for the person being bullied to defend themselves

5. Forms of Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct	Pushed, punched, deliberately hurt Having property damaged Made to give up money or belongings Being forced to do something they do not want to do
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Indirect	Having nasty stories told about them (malicious gossip) Being left out, ignored or excluded from groups

The school recognises that although anyone can be bullied for almost any reason or any difference, some children may be more vulnerable to bullying than others.

Research has identified various different types of bullying experienced by particular vulnerable groups of children. These may include but not limited to:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities

- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships)

6. Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

7. Preventing Identifying and Responding to Bullying

We aim to include the following in our teaching:

- Mediation by adults
- Mediation by peers
- Social skills groups
- Nurture groups
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Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's behaviour policy and will include:

- Removal from the group
- Reflection time
- Banning the pupil from a school trip or sports event if these are not an essential part of the curriculum
- Parental Involvement
- Internal exclusion
- Fixed period exclusion

In the case of provable, persistent and violent bullying we will normally seek to permanently exclude the bully.

8. Dealing with bullying incidents

In dealing with bullying incidents, we will observe six key points:

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will refer to the school behaviour policy.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

9. Records

The school will keep records of all incidents and the school's response.

10. Advice to bullied pupils

We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching and specifically PSHE ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done about it already

We will:

- Ensure staff can identify bullying and follow school policy
- Ensure vulnerable children are supported and protected from bullying or becoming a bully
- Work with staff and outside agencies to identify all forms of prejudice-based bullying
- Actively provide opportunities to develop pupil`s social and emotional skills, including their resilience

- Consider opportunities for addressing bullying through the curriculum through peer support, circle time, school council

11. Involvement of pupils

We will:

- Canvass pupil`s views
- Ensure pupils know how to express worries or anxieties about bullying
- Ensure pupils are aware of sanctions and consequences related to bullying
- Involve pupils in anti-bullying activities
- Offer support to pupils who have been bullied
- Teach pupils about their relationships with others through the curriculum

12. Liaison with Parents and Carers

We will:

- Ensure that parent and carers know who to contact if they are worried about bullying
- Ensure parents know about our behaviour policy and our complaints procedure and how to use it effectively

13. Responsibilities

It is the responsibility of the school governors to take a lead role in monitoring and reviewing this policy.

Governors, Headteacher, Senior Leaders, Teachers and non-teaching staff to be aware of this policy and implement it accordingly.

Pupils to abide by this policy.

Date agreed:	September 2021
Date for review:	September 2024
Approval: Executive Headteacher	