



St. Barnabas
MULTI ACADEMY TRUST
Creating Unique Possibilities



Anti-Bullying Policy

Approved by MAT Board

October 2020





Introduction

Our schools' mission is founded on The Parable of the Talents. We believe that each of us is created with gifts and talents that make us who we are. Our aim is to grow them so that we can live lives to the full. This is the right of every child.

Our schools are places where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone in our schools is equal and treats each another with respect and kindness.

Aims and Purpose of the Policy

Bullying of any kind is unacceptable and will not be tolerated at our schools. In our schools the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole Trust community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated within each school community and across our MAT. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures. Related policies





which should be read in conjunction with this Anti-Bullying policy are the Behaviour and the Equality policies.

Definition of Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**. However, we also teach our children that it is never ok to be unkind on purpose. It is possible for hurtful behavior to happen, that is not persistent. Whilst this is not labelled as bullying, (as it is not sustained over time), it is still considered unacceptable in our school. Please refer to our Behaviour Policy.

Bullying is not...

It is important that all stakeholders understand that bullying is not the odd, occasional falling out with friends or name-calling; it is not when children have an argument/quarrel or when an occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset or have a difference of opinion. It is an important part of a child's development to learn how to deal with friendship breakdowns and to resolve differences. They need to learn how to repair relationships and develop the social skills necessary for life as an adult. When occasional problems of the above nature arise, it is important that we do not class these as bullying.

It is not:

- teasing or banter between friends without the intention to cause hurt
- falling out/fight between friends after a quarrel or disagreement
- behaviour that all parties have consented to eg a game 'gone wrong'
- thoughtlessness (which all of us may be guilty of)

Please refer to our Behaviour Policy for details on how we encourage all school family members to respect their own, and the rights of others.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone





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- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or bi-phobic bullying)
- **Gender identity** (trans-phobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people** – (e.g. young carers, pupils in care)

No form of bullying will be tolerated and all incidents will be taken seriously.

Reporting Bullying

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are encouraged to report any bullying incidents in school:

- **Report** to a teacher – their class teacher or any other teacher
- **Tell a playground buddy** who in turn can help them tell a teacher or staff
- **Tell any other adult staff** in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- **Tell an adult at home**
- **Report anonymously** through concerns box
- **Call ChildLine** to speak with someone in confidence on 0800 1111.





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Reporting – Roles and Responsibilities

Staff - All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The following staff members are anti-bullying leads:

Mrs A Kenton

mpearce@stbarnabasmat.com

Quethiock CE School

Healthy Schools Champion and Teaching Assistant

Mrs S England

sengland@stbarnabasmat.com

St Martins CE School

Head of School

Mr J Imrie

Executive Headteacher of St Nicolas
CE School, Antony C of E School and Millbrook CE School

jimrie@stbarnabasmat.com

Senior Staff - The MAT Senior Leadership Team and heads of schools have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the schools uphold their duty to promote the safety and well-being of all young people. In addition to the school designated anti-bullying leads, Mrs Annie Kenton is the Senior Leader responsible for anti-bullying.

Parents and Carers - Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to their child's school either in person, or by phoning or emailing the school office or a member of staff.

Pupils - Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.





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Procedures – Reporting:

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. These are to be logged and communicated to anti-bullying lead who will investigate what happened, using the 'Alleged Bullying Incident Form' (Appendix 3).
- All staff are responsible for the health and well being of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate, the matter must be referred, firstly to the Family Liaison Officer or a senior member of staff.
- The Head teacher will also be informed and, if bullying is confirmed, it will be logged using a 'Bullying Incident Form' (Appendix 4) and recorded in SIMS. All instances of bullying will be recorded and monitored for patterns of behaviour.

Responding to Bullying

- When bullying has been reported and following investigation, found to be bullying, the following actions will be taken:
- Staff will **record** the confirmed bullying on an incident reporting form and also record the incident centrally on SIMS and on Edukey meetings log
- Staff will record allegations of bullying on the meetings log in Edukey
- Designated school staff will **monitor** incident reporting forms and information recorded on SIMS analysing and evaluating the results.
- Designated school staff will produce termly reports **summarising** the information, which the heads of school will report to the MAT Leadership team.
 - Staff will offer **support** to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of playground buddies, play assistant monitoring and 1:1 and small group support time.
- Staff will pro-actively **respond** to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to **inform** parents or carers and where necessary involve them in any plans of action





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- Staff will **assess** whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school or involve bullying linked to protected characteristics under the Equality Act.

Procedures and Outcomes:

Victim (Support)

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped. (Appendices 3 and 4)
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with, on how to rebuild relationships with the perpetrator if they want to do this.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator (Sanctions)

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to reflect on how the bullied child may feel. This may be achieved through the use of a 'Reflect and Resolve' session. (Appendix 5)
- Children that have bullied are supported in order to modify their behaviour – this may be through a behaviour plan, structured lunchtimes including pastoral support, and involvement of parents to reinforce the unacceptable nature of bullying.
- Other sanctions may be actioned such as loss of break time or other 'privileges' in school.
- A fixed term exclusion may be considered.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents





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- In cases of confirmed bullying, parents/carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered, but the school will stress that wherever possible, reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Recording

- Alleged/Confirmed incidents of bullying are recorded on incident forms and filed in the headteacher's office. If they are confirmed cases of bullying, these will be recorded on SIMS (Appendices 3 and 4)

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person. (Appendix 5 'Reflect and Resolve')
- Children will be encouraged to reconcile any issues over a period of time so that any injustices can be rectified.

Pupils who have been bullied will be supported by:

- offering an opportunity to discuss the experience with an adult of their choice
- reassurance that the matter is being dealt with
- offering continuous support to restore self-esteem and confidence
- close monitoring of their well-being to ensure that they are no longer suffering

Pupils who have been bullying will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and the need to change
- support being offered to parents or guardians to help change the attitude of the pupil





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Sanctions

In line with our Behaviour Policy, the following sanctions may be used to deal with bullying. They will be applied on a case by case basis and be appropriate for the children involved.

- withdrawal of playtime and/or lunchtime outside for a period of time.
- removal from class - internal seclusion for a session (morning/afternoon)
- withdrawal from participation in school events, which are not an essential part of the curriculum.
- Chair of Governors may be informed.
- Fixed period exclusion.

In cases of very severe and persistent bullying, the head teacher and Governing Body may consider permanent exclusion.

Bullying Outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of our schools. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being 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 as outlined in this policy.

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 whenever heard and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is





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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 schools and across the MAT, with the heads of schools regularly reporting incidents to the MAT Leadership Team. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy (see end of this policy) displayed around the school and referred to in PSHE ensures all pupils understand and uphold the anti-bullying policy
- 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
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month
- The MAT Christian values, including of justice, love, kindness, friendship and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the schools
- Playground buddies and circle time sessions offer support to all pupils, including those who may have been the target of bullying
- Pupil Support Groups provide support to targets of bullying and those who show bullying behaviour
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with the School Council and other pupil groups and through the anti-bullying survey.

Training

The Executive Principal and Heads of Schools are responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the Anti-bullying Policy.





Monitoring and Reviewing

The Executive Principal and MAT Lead for School Improvement are responsible for reporting headline information to the board of Directors as applicable. Heads of School are responsible for reporting to the local authority where reportable incidents involving Protected Characteristics have taken place. The school leads for Anti-Bullying are responsible for providing information as requested to the MAT Senior Leadership Team on how the policy is being enforced and upheld, via meetings. The MAT Senior Leadership Team are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.





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Appendices





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APPENDIX 1 HELPFUL ADVICE

Advice to Pupils

- Try to stay calm and look as confident as you can.
- Be firm and clear. Look the 'bully' in the eye and tell them to stop saying 'Stop it! I don't like what you're doing/saying'.
- Get away from the situation as quickly as possible.
- Tell an adult straight away. Be clear and tell them exactly what happened, where you were, how often it has happened before this, who else saw what happened and what you have already done about it.
- Tell a member of your family.
- Talk to a friend (if you are scared/worried to tell an adult on your own) and ask them to help you to tell someone.
- Do not blame yourself - it is not your fault.

Advice to Staff

- Investigate fully and confirm that the incident does satisfy the school definition of 'bullying' - appendix 7 'Checklist for investigating an alleged bullying incident'
- Follow the recording and reporting procedures consistently. (Record using either Appendix 2 or 3.)
- Never ignore suspected bullying.
- Never make premature assumptions.
- Listen to all accounts - several children saying the same thing doesn't necessarily mean that it is true.
- Inform SLT of the incident and what you have already done about it. Keep clear records.
- Keep the parents of the children involved, informed of developments.

Advice to Parents of a bullied child:

- Talk to your child calmly and reassure the child that they have done the right thing by talking to you about it.
- Make a note of what your child says - it is best to write these things down especially at times of heightened emotions.
- Explain to your child that you will be reporting it to the school and that they should tell an adult at school straight away if anything else should happen.





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- Make an appointment to speak to the class teacher or to our Family Liaison Officer (FLO) as soon as you can. Our FLO will be able to point you in the direction of support agencies including Parent Partnerships who will also be able to offer support.
- Advice to Parents of a child who is bullying others:
 - Talk to your child and explain that bullying is wrong and makes others unhappy.
 - Show them how to join in and play with others without bullying.
- Make an appointment to speak to the class teacher or to our Family Liaison Officer (FLO) as soon as you can. Our Parent Advisor will be able to point you in the direction of support agencies including 'Plymouth Information and Support' (PIAS) who will also be able to offer support.
- Talk to your child regularly to check how things are going at school.
- Give your child lots of praise when they are being kind or considerate to others.





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APPENDIX 2 SUPPORTIVE SCRIPT FOR INVESTIGATING AN INCIDENT

When investigating a reported/observed incident and completing the 'Alleged Bullying Incident Form', please use this script to ensure that all children have been treated equally and have not been unfairly blamed or labelled.

Describe what happened.

Exactly where and when did the incident take place?

Were there any other children around at the time? If so, who?

Was there an adult around at the time? If so, who?

Do you know the names of the children involved?

What were you doing before the incident took place?

Can you remember exactly what happened or what was said?

What happened next?

What would you like to happen now?

Any unkind behaviour is unacceptable. However, BULLYING is physical or verbally aggressive behaviour that occurs 'Several Times On Purpose' (STOP).





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APPENDIX 3 ALLEGED BULLYING INCIDENT FORM

Date of incident:

Time:

Name of pupils involved	Class

Outline of incident (including type of alleged bullying)

Is this (tick appropriate box)

<input type="checkbox"/>	A once-off behaviour
<input type="checkbox"/>	Repeated i.e. bullying (give source of evidence of this)
<input type="checkbox"/>	Bullying behaviour related to: race religion/belief disability cyber gender (sexist bullying) sexual orientation (homophobic or bi-phobic) gender identity (transphobic) appearance or health conditions related to home or other personal situation related to another vulnerable group of people.





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Action Taken

Parents Informed: YES NO

Complied by:

Sign:

Form seen by

Headteacher	Deputy Headteacher	SLT Staff Member
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If the incident is a confirmed incident of bullying, complete 'Bullying Incident Form.'

Ensure all actions are recorded on Meetings Log in Edukey. Signed:

Pass this form to the headteacher





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Description of incident (in addition to previously logged incident (s))

Action Taken:

Victim (s)

Perpetrator(s):





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Parents/Carers

Action involving outside agencies (Police/Social Care):

[Empty box for reporting action involving outside agencies]

Signed (person reporting the incident):

Signed (Headteacher):

Date:

Ensure all details logged on SIMS and Meetings Log on Edukey and follow Reflect and Resolve procedures. Pass completed form to the headteacher.





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APPENDIX 5 REFLECT AND RESOLVE

To be completed by each child separately and responses then shared with mediation of an adult.

REFLECT AND RESOLVE

What do you think about what happened?

What effect has this incident had on you?

What was the hardest thing for you over this incident?

What needs to happen to make things right?

What support do you think you will need now?

