



Quinton
Church Primary School

Anti-Bullying Policy

Date	September 2022
Date for Review	September 2025

Our Christian Vision and Values at Quinton Church Primary School

This policy is embedded in our school's vision: Fullness of life for all, through working together with the love of Christ.

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

In our diverse community life - in the classroom, playground, staff room, and the wider community- our core life is one set on the belief that we are created by and in the image of a generous, loving and creative God who has justice for all at the origin of His being. We are humans created equally by this loving God whose desire for us is to experience life in all its depth and complexity, as well as to reach our full potential.

It is because of who God is that drives our whole school to seek the development of a community that is distinctive in its Christian core. In every part of the school experience, we want everyone to be happy, safe and supported, feeling loved and valued, experiencing fairness and equality, just as God has demonstrated this to us through the living example of his son, Jesus Christ.

As a school we are inspired by the instruction in Micah 6:8 "The LORD has told us what is good. What He requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God."

Therefore, we will aim to demonstrate and encourage a life that understands justice and shows fairness in every circumstance; shows love to all, demonstrating kindness in every way; and living in recognising God in each other and in our community.

To support our vision, we have three overarching Christian Values: Be kind, Be fair, Be thankful. Any allegations or incidents of bullying will be dealt with in-line with the school's vision and values. Conversations, with all parties, will be centred around kindness (including forgiveness), fairness and thankfulness.

Outcomes of any investigations will all be made to ensure all parties are empowered to live life in all its fullness.

Rationale

Through our values of kindness, fairness and thankfulness, this policy enables our school to manage behaviours in a way that ensures pupils feel happy, safe and supported, understands justice and shows fairness to all. It provides an approach to enable staff to act in a consistent way but in taking decisions and action to have regard to the individual circumstances and merits of each case. We strive to strike a balance between the need to address inappropriate

Fullness of life for all, through working together with the love of Christ.

behaviour with offering support and direction to change undesirable or unacceptable behaviour. Children are encouraged, through this policy, to take responsibility for their own behaviour and to make the right choices. The adults in the school use the policy fairly and consistently thereby contributing to a positive ethos where praise and recognition for work and personal qualities is commonplace.

Anti-Bullying Policy

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

Objectives of this Policy

- To promote positive behaviours in a spirit of kindness and forgiveness so that everyone can 'have life in all its fullness.
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Most of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

What is Bullying?

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. This can occur in person or online.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber bullying	All areas of internet, such as email + internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, i-pad or tablets, games consoles.
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Bullying may be related to (this is not an extensive list):

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism or sexual bullying
- Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in group activities and between families in the local community.

Bullies and Targets

Bullying takes place where there is an imbalance of power of bully over target. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts, etc.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify children who may be vulnerable and who could be a target for bullying as well as those who may demonstrate bullying behaviour.

Provocative Target – research shows that some children are provocative targets – this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to them or to get others into trouble.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Bullying has the potential to damage the mental health of a target. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms

A child may indicate by signs and behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to fall behind in school work, under performs
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents of the target may also be questioned about the incident or about their general concerns

3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. Eg a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family dealing with bullying eg police, counsellor.
5. In serious cases, exclusion may be considered.
6. If possible, the pupils will be reconciled.
7. After the incident/incidents have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

Child on Child Abuse (KCSIE 2022)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Prevention

At Quinton Church Primary School we use a variety of methods for helping children to prevent bullying through class assemblies, PHSE and Citizenship lessons. We also take part in the annual anti-bullying week and parents are informed about this.

The ethos and working philosophy of Quinton Church Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged as the expected behaviour of the school.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Staff welcome every child to our school. Staff must be careful not to highlight differences of children or an individual child, even in jest. This gives other children advocacy to use this difference to begin calling names and teasing.

Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Children are involved in the preventions of bullying as an when appropriate, these may include:

Referring to the class vision

Writing stories or poems or drawing pictures about bullying

Reading stories about bullying or having them read to a class or assembly

Making up role-plays about what to do through scenarios of bullying

Having discussions about bullying and why it matters that bullies are dealt with quickly.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a family member at home whom you feel you can trust
- Tell your class teacher, teaching assistant, lunchtime supervisor whom you feel you can trust
- Tell your School Council representative
- Tell a member of staff.

Recording of Bullying incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Executive Headteacher/Head of School. All incidents of bullying must be recorded on CPOMS.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body (Safeguarding Governors)

Advice to Parents

As the parent of a child whom you suspect of being bullied:-

1. Report bullying incident to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the headteacher or behaviour lead notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be a 'bully' back.

Both of these will only make the problem much harder to solve.

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Mental Health (From keeping children safe in education 2023)

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.