SAINT NICHOLAS SCHOOL
ANTI-BULLYING POLICY

Approved by:		Date: 26/09/23
	Headmaster	
	Chair of Governors	
Last reviewed on:	September 2023	
Next review by:	September 2024	

Note: This policy applies to all sections of the School including EYFS

This policy:

•   Is non-contractual in nature;

•   Can be adjusted by the School to suit specific circumstances;

•   Can be varied unilaterally by the School.

Related policies:
Safeguarding and Child Protection, Child on Child Harmful Sexual Behaviour, Whole School Behaviour, Suspension and Exclusions, PSHEE.

INTRODUCTION
We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our School. If bullying does occur, all pupils are encouraged to inform a member of staff and be confident that incidents will be dealt with promptly and effectively. The School takes seriously its responsibilities to protect children from all forms of bullying, including cyber-bullying, whether this occurs inside or outside school.

Everyone should be aware that bullying can cause psychological damage and even lead to suicide if it is allowed to continue.

1.   AIMS
The aim of the School's anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment. This policy has been written with reference to the Equality Act 2010.

2.   DEFINITION
We recognise that many young people will experience conflict in their relationships with other young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Saint Nicholas School, our definition of bullying is: "The repetitive, intentional hurting either physically or emotionally, of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Why is it important to respond to bullying?
There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary age pupils and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. As a school we will respond promptly and effectively to reported incidents of bullying.

At Saint Nicholas School:
- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

3.   TYPES OF BULLYING BEHAVIOUR
Bullying can take many forms:
- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

5.   STRATEGIES FOR PREVENTING BULLYING
At Saint Nicholas School we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns.

The strategies we use include, but are not limited to:
- Active school council with representatives from each year group
- Friendly Faces
- Anti-bullying Ambassadors
- Well-being Prefects
- Engaging in Anti-Bullying week annually
- Engaging in Safer Internet Day annually
- Annual pupil and parent workshops delivered by the Two Johns
- Robust PSHEE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- All staff model expected behaviour

6.   REPORTING BULLYING CONCERNS
At Saint Nicholas School we want pupils, parents, staff, and pupils to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour.

We have clear reporting systems for each section of our school, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all pupils.

6.1 Pupils
- Pupils are encouraged to:
- talk to an adult if they feel they are the victim of bullying;
- learn when their own behaviour can be hurtful to others;
- understand that being a 'bystander' or witness to bullying behaviour without intervening or reporting it to an adult is not acceptable.

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on CPOMs, the school's Safeguard recording system and other relevant members of staff

will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place:

In the EYFS and KS1 we have worry monsters in each classroom where pupils can put their name/a brief note about their concerns/draw a picture of their concern. Worry Monsters are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

In KS2 we have 'My Worries' an online system for reporting concerns. At the start of the year pupils are shown how to save this as an icon on their iPads and reminded throughout the year to use it as a mechanism to report concerns.

In KS3 and KS4, we have 'Report, Record, Respond'; an online system for reporting concerns. At the start of the year pupils are shown how to save this as an icon on their iPads and reminded throughout the year to use it as a mechanism to report concerns.

Even if the behaviour/incident which has been reported is deemed 'not bullying', school staff will still support the pupils involved and help them to resolve any concerns through the use of restorative justice.

6.2 Parents
We understand that it can be very difficult for a parent to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

Parents are encouraged to:
- notify the form/class teacher as soon as they have any concerns in regard to bullying;
- be aware that teasing and arguments between children are not uncommon and it is important for all children to develop some resilience and personal strategies to deal with inter-personal disagreements which, while may be challenging, fall short of bullying;
- encourage their child not to retaliate physically or verbally;
- be aware that bullying sometimes takes place outside school. This can include bullying via electronic communication, such as mobile phones, instant messaging services (eg MSN) and chat rooms.
- come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Saint Nicholas School remains committed to supporting pupils and their families in all instances of bullying and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying', school staff will still support the pupils involved and help them to resolve any concerns through the use of conflict resolution.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

6.3 Staff
Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record

of the bullying report on CPOMs, the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

When dealing with reports of bullying, staff will:
- take any report of bullying seriously, make it clear to the bully that his or her behaviour, which has caused distress to the victim, is unacceptable and must stop immediately;
- where they believe that there is a concern with bullying these concerns must be passed on to the Head of Section and logged in the bullying log. This log will be used to identify any patterns of bullying;
- if tasked with investigating the incident, where appropriate interviewing the bully and victim separately. Where possible interview other witnesses to the incident;
- encourage assertive, rather than aggressive, responses from pupils towards bullying behaviour;
- in the case of Cyber-bullying review the available evidence if appropriate but be aware always of possible safeguarding issues. In case of doubt, eg. inappropriate images or sexting, refer immediately to the Designated Safeguarding Lead. (See Safeguarding and Child Protection Policy);
- **ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The DSL will inform the Headmaster and external agencies such as Essex Safeguarding Childrens Board or the Police as appropriate. (See Safeguarding and Child Protection Policy).**

7.   SCHOOL RESPONSIBILITIES

In order to limit the effects of bullying behaviour, the School will:
- ensure that staff are fully informed of the School's policy and periodic training is undertaken to increase staff awareness;
- provide the opportunity for general and specific concerns about bullying to be raised at regular staff meetings and professional development days;
- raise the awareness of the nature of bullying through inclusion in PSHEE, form tutorial time, assemblies and subject areas, as appropriate;
- encourage a school culture against bullying behaviour;
- help those who show bullying behaviour to understand its unacceptability;
- reduce the likelihood of bullying incidents by ensuring careful monitoring of high risk areas by staff;
- **ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The DSL will inform the Headmaster and external agencies such as Essex Safeguarding Children's Board or the Police as appropriate. (See Safeguarding and Child Protection Policy).**

8.   SANCTIONS

The following sanctions may apply dependent on the age of pupils involved and the severity of the incident(s):
- *Demerit or Major demerit*
- *Detention – form tutor, Assistant Head Pastoral, Deputy Head Pastoral, Headmaster;*
- Being placed on report;
- exclusion from certain areas of the School;
- internal exclusion from lessons;
- fixed-term exclusion from the School;
- permanent exclusion from the School.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.