



ANTI-BULLYING POLICY

Believe and Achieve

**Believe in ourselves, those here to help us and God
Achieve our goals and celebrate success in every area of school life**

With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible.' Matthew 19.26.

This underpins our **Christian vision** statement at St Nicholas:

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

Our **Values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	School Effectiveness Committee – October 2024
Policy adopted by FGB:	Feb 2025
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	October 2025 (annually)

Statement

St Nicholas School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school Anti-Bullying Policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is not tolerated in this school, although we do have incidents of hurtful behaviour, particularly when children make mistakes in relationships. It is the ethos of St Nicholas School to teach our pupils resilience and support them to develop the skills and strategies to manage incidents of hurtful behaviour and to build positive relationships with each other. At all times, we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and **not** the child.

Aims and objectives

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

We aim to:

- promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- take positive action to prevent bullying from occurring through giving our pupils the strategies and skills to cope through effective teaching
- show commitment to overcoming bullying by practising zero tolerance
- ensure that all pupils, staff, governors and parents are aware of the school's opposition to bullying and that each person is clear about their responsibilities with regard to the eradication of bullying
- inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims
- have a consistent approach for dealing with any incidents of bullying that may occur
- ensure that all bullying incidents are resolved satisfactorily within the shortest time possible

- deal with any situations in a confidential manner and create an environment where pupils are not labeled as bullies and where instead we focus on changing the behaviour and not judging the child.

Behaviours which can develop into bullying include the following:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- unkind hand gestures
- inappropriate physical contact such as kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages; setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals; collective exclusion of individuals from social networking sites.

In line with the Behaviour & Discipline Policy, parents will be informed if their child is involved in serious, unacceptable behaviour when it occurs. It will only be considered bullying if the behaviour persistently targets a specific child.

Bullying may be linked to any of the following:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- vulnerability (e.g. insufficient social communication skills)
- home circumstances – certain groups such as pupils in public care, or young carers, or whose parents/carers have mental health difficulties may be particularly vulnerable.

Our children recognise they should:

- **treat others the way they want to be treated**
- **be fair to each other**
- **be kind at St Nicholas School**
- **respect each other's feelings**
- **listen to their friends**
- **not tolerate bullying in our school**
- **tell an adult, if they know someone who is bullying or hurting some else's feelings.**

Roles and responsibilities

Whole school and individual staff responsibilities

Suspected bullying should never be ignored, and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

Staff will:

- foster opportunities for children to learn to care for one another, living out the school's core Christian values
- never make premature assumptions
- listen carefully to all accounts and investigate as fully as possible
- adopt a problem-solving approach which moves pupils on from justifying themselves
- complete the school pro-forma for recording bullying incidents and always report to the Headteacher
- follow-up repeatedly, checking bullying has not resumed
- use of a range of teaching and learning styles and strategies which challenge bullying
- use interventions which are least intrusive and most effective
- act as a role model for children in their relationships with adults and children
- do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns
- ensure that children are well supervised at all times
- create a classroom climate of trust and respect for all by praising, rewarding and celebrating the success of all children
- ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE sessions, various appropriate resources, anti bullying week and workshops.

The Headteacher will:

- establish opportunities for children to learn to care for one another within the framework of a Christian community
- promote the wellbeing and ensure the safeguarding of all pupils in the school
- implement the anti-bullying strategy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with incidents of bullying
- maintain a record of bullying incidents and report to the Governing Body in termly reports about the effectiveness of this policy
- ensure that every child knows bullying is wrong and that it is totally unacceptable behaviour; this may be done as a planned exercise, or when opportunity arises through assemblies or in PSHE lessons or during anti-bullying week
- set a school climate of mutual support and praise for success, thereby making bullying less likely
- inform both parents whose child has been involved in the incident, separately if their child has been involved in bullying, whether as a victim or offending person, and work with parents to support the child
- ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques
- ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take (this will include schemes of work for PSHE, RE, citizenship and circle time).

Governors will:

- promote the wellbeing and ensure the safeguarding of all pupils in the school
- support the Headteacher in all attempts to eliminate bullying from the school
- monitor incidents of bullying that occur and review the effectiveness of this policy
- require the Headteacher to keep accurate records of all incidents of bullying.

Parents

When parents raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made.

The bullying incident report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff.

Parents of a bullied child will:

- talk to the child about any incident and reassure them that telling was the right thing to do
- make a note of what the child says
- make clear to the child that if any further incidents occur, they should tell a teacher or other member of staff straight away
- make an appointment to speak to the child's teacher and/or the Headteacher as soon as possible.

Parents who suspect bullying or whose child has been bullied will not take matters into their own hands.

If, after investigation, bullying is confirmed, parents of a child who has been bullying will:

- discuss the issue with the child's teacher and agree a course of appropriate actions or sanctions in line with the school's Behaviour & Discipline Policy
- work with school to support the child to modify inappropriate behaviour to prevent reoccurrence
- talk to the child and explain that bullying is wrong and hurts others
- regularly discuss with the child how things are going at school
- praise and encourage the child when they are being kind and considerate to others.

Pupils

Victims and witnesses of bullying should know that it is 'OK to tell'.

Pupils will do their best to:

- tell an adult (e.g. parents, other relation, Headteacher, teacher, teaching assistant), or go with a friend to tell an adult, if they are a victim of bullying
- have a responsibility to tell an adult (e.g. parents, other relation, Headteacher, teacher, teaching assistant) if they witness bullying
- try to resist being bullied by standing up for their own rights in an assertive but non-violent way
- never bully another child in the school.

Peer mediators must listen to children and refer to an adult if they suspect that someone is being bullied.

Procedures and recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child. (Appendix 1 – Procedures for investigating alleged bullying incidents)

The following steps will be taken when dealing with any incident.

- All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident. If necessary and appropriate, a referral will be made to the Headteacher or a member of the SLT.
- The child reporting the incident will be listened to and will be assured that they feel that their concerns are being taken seriously.
- When investigating the incident, the story will be listened to from both sides.
- Immediate support will be provided for the victim, including counselling as appropriate, with the aim of restoring self-esteem and self-confidence.
- The offending person will be talked to about his/her behaviour, making it clear that this kind of behaviour is unacceptable, and the child will be helped to see how his/her behaviour must change in the future.
- The incident will be recorded in the **Incident Log** which is kept in the Headteacher's office (Appendix 2 – Initial investigation form).
- A check will be made to establish if there are any previous incidents involving the same children.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded in writing on the referral form.

After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the offending person will be invited to discuss the situation with the Headteacher or a member of the SLT where an appropriate course of actions or sanctions in line with the behaviour policy will be implemented. (Appendix 4 – Bullying report and monitoring form)

Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

If an allegation of bullying is made by a parent, full written details should be taken and referred to the Headteacher or a member of SLT, who will then complete the **Bullying Incident Form** and investigate thoroughly. (Appendix 2). The Headteacher will implement the actions below and this will be reported to both set of parents by indicating the progress made on the Investigation flow chart (Appendix 1).

Actions which may be taken

- Establish and carry out appropriate sanctions for the offending person(s), including an apology or letter of apology to the victim (see Behaviour & Discipline Policy) and, in extreme cases, a period of exclusion.
- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of the victim and the offending person.
- Expect all staff to 'keep an eye' on the offending person and victim especially at break and lunch times.

- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.

Support

Pupils who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a member of staff
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence (Appendix 4 – Support record).

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrongdoing and the need to change
- informing parents or guardians to help change the attitude of the pupil (Appendix 5 – Support record).

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Incidents of bullying outside the school's premises

Our school will investigate any incident of bullying taking place outside school and involving our pupils.

We will:

- encourage victims not to suffer in silence.

We may:

- talk to the local police about the problems within the community
- talk to the Headteachers of the schools whose pupils are involved in bullying off the premises.

Bullying can also take place via text messages, social media and other means of cyber communication. This often happens out of school hours but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

Children are not allowed to use their own mobile phones at school.

Adult bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately.

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Any attempt to do so can result in:

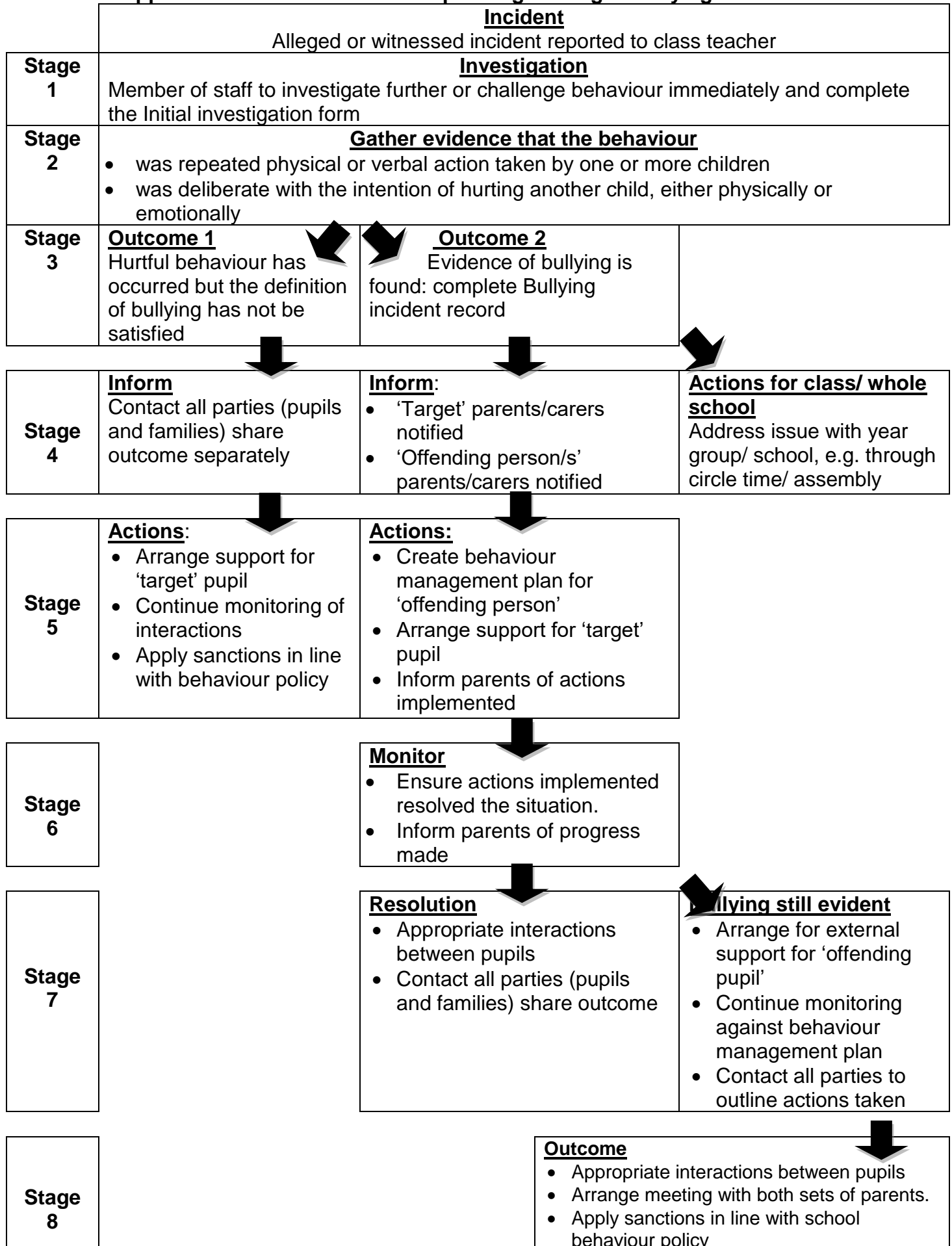
- parents approaching other parents in groups
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication.

Parents confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Monitoring and review

Monitoring, evaluation and review of this policy will take place annually as part of the Safeguarding Programme. This will include the SLT reviewing incident forms on a regular basis and identifying concerns. The Headteacher will report termly to governors and staff about the effectiveness of the policy.

Appendix 1: Procedures for responding to alleged bullying incidents:



Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Appendix 3: Bullying Report and Monitoring Form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/race		
Religion/belief		
Gender		
Transphobia/gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or offending persons (A)
- offending persons from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Headteacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties

are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Appendix 4 Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Appendix 5 **Action and support provided for child who has bullied**

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the offending person. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online:

Appendix 6: **Useful links and supporting organisations**

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk