Lady Boswell's C.E. (Aided) Primary School

Learning Together, Christ at the Centre, Learning for Life

ANTI-BULLYING POLICY

Date of Policy: November 2023

Date of Last Review: November 2025

Date of Next Review: November 2028

Policy to be authorised by: SLT

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Author of Policy: Hannah Pullen

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.
As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

Lady Boswell School's Anti-Bullying Policy

1. Objectives of this Policy

Lady Boswell's Anti-Bullying Policy outlines what our school will do to prevent and manage bullying. The policy has been drawn up through the involvement of the whole school community. This policy recognises the school's statutory duty to keep all pupils safe.

The school takes a zero-tolerance response to bullying and takes active steps to prevent and deal with any bullying incidents that may occur. Our children tell us that our values of love, respect, kindness, forgiveness, honesty and faith are all equally vital in our anti-bullying approach. The policy seeks to balance the zero-tolerance approach with the need to be restorative and educational and to guide pupils to develop the resilience and confidence to prevent and address bullying in any form.

2. Definition of bullying

The School adopts the Anti Bullying Alliance's definition of bullying:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

There are four key elements to this definition:

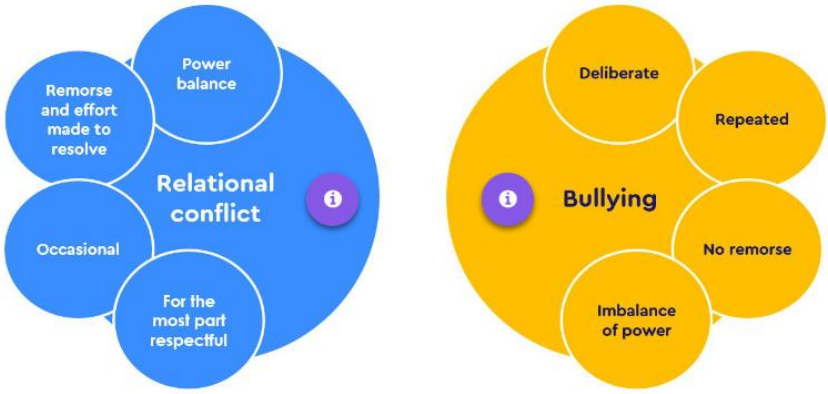
hurtful	• **Physical** – pushing, poking, kicking, hitting, biting, pinching etc. • **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling. • **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion. • **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. • **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion • **Indirect** - Can include the exploitation of individuals.

repetition	This refers to a pattern of behaviour, rather than a one-off incident. However, a one-off incident may still need addressing and reporting, as it could be helpful in identifying a pattern of repetition.
power imbalance	The imbalance of power is a vital part of the definition of bullying: as soon as a person has said 'no' to something and that has been ignored, there is an imbalance of power. Further examples may include: • are in a smaller group • are part of a minority group, e.g. a minority gender, race, or faith group • are a smaller stature or physical strength • are younger • have communication difficulties, learning difficulties or a disability • have a smaller or less powerful support network
intentional	This is deliberate behaviour by an individual or individuals that is intended to cause hurt, whether it be physical, verbal or psychological.

Bullying and relational conflicts

Not all situations that involve conflict or relationship issues between young people can be understood as bullying. At Lady Boswell's we use the term 'relational conflict' as a way of describing non-bullying incidents. Knowing how to identify and respond to relational issues is part of being able to respond to bullying.

We look to the Anti-Bullying Alliance's materials in helping pupils, staff and parents understand the difference between bullying and relational conflict:



Just because an incident does not have all the elements of bullying, does not mean that the school will not manage the situation through other policies or mechanisms within the school, for example our wellbeing or behaviour approaches.

3. Scope of this policy

Bullying can happen to anyone and research tells us that there are identified groups that are more likely to experience bullying, including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation or gender identity.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying
- Bullying related to socio-economic disadvantage
- Bullying related to physical differences

Online bullying is often referred to as cyberbullying, meaning bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platforms. It can take place on a range of online or mobile services, such as text, email, social networking sites (including WhatsApp), video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games. Incidences of cyberbullying are unlikely to happen within school time; however, research shows that online bullying is usually an extension of face to face bullying and therefore the school is committed to working with parents to address any incidences of cyberbullying involving its pupils.

Furthermore, the school commits to support parents addressing bullying incidences involving its pupils outside of school. Where these issues stem from attendance at other organisations (such as clubs or groups), parents are encouraged to report these according to that organisation's policies in the first instance as it can be difficult for the school to fully investigate and/or apply support or sanctions for organisations outside of its control.

4. Preventing Bullying through an Anti-Bullying Approach

The school has a number of highly effective mechanisms in ensuring an anti-bullying approach.

Whole School Community	**A strong Christian Ethos**, with clearly identified values of kindness, respect, honestly, forgiveness, faith and love.	A clear **anti-bullying stance** and policy that details how this is achieved, available to all via the school's website.	**Clearly identified routes for reporting bullying**
	Regularly **seek the views** of the whole school community regarding the extent and nature of any bullying they may have experienced.	Involvement **in Anti-Bullying Weeks** / campaigns to ensure that our anti-bullying approach is regularly revisited across the whole school community	**Regular training** for staff on anti-bullying approaches, policy and practice.
	An **effective system (CPOMS) for recording incidents** so patterns of behaviour can be quickly identified	**Designated Safeguarding Leads** that are highly trained in identifying prejudice- based bullying incidences.	The **celebration of diversity in a meaningful way** – through the school's vision of every member of our school community as a unique child of God
Pupils	A highly effective **PHSE Curriculum** that teaches children in a systematic and age appropriate way what bullying is and how to prevent it, call it out and report it.	**The RULER approach** that develops emotional literacy within pupils and gives them the tools to identify and report bullying	A highly effective **computing curriculum** that teaches pupils how to stay safe online, understand online boundaries and how to communicate online and how to report incidences online.
	Safe spaces at playtimes and lunchtimes for children to drop into and speak with a member of our pastoral team	**Peer mediators** (Peacemakers) that provide support to manage relational conflict between children	Mechanisms in class for **reporting bullying** and express any worries or anxieties about bullying – e.g. through class worry box
	A **pastoral team** that is highly trained in restorative justice to enable the values of respect and forgiveness to be actualised	**Family Support Worker** to provide individualised support to pupils who have been involved in bullying incidents	Publicised details of **help lines and websites** that pupils can use for support e.g. childline, NSPCC
	Thrive practitioners across the school who are able to provide trauma informed individual support for pupils involved with bullying.	**Mood meters** as a tool for self and social awareness and identification of children who may be impacted by bullying	Support with managing relationship conflict and the promotion of assertive behaviour strategies

5. **Reporting bullying**

The school has a number of processes that support the reliable and effective reporting of bullying.

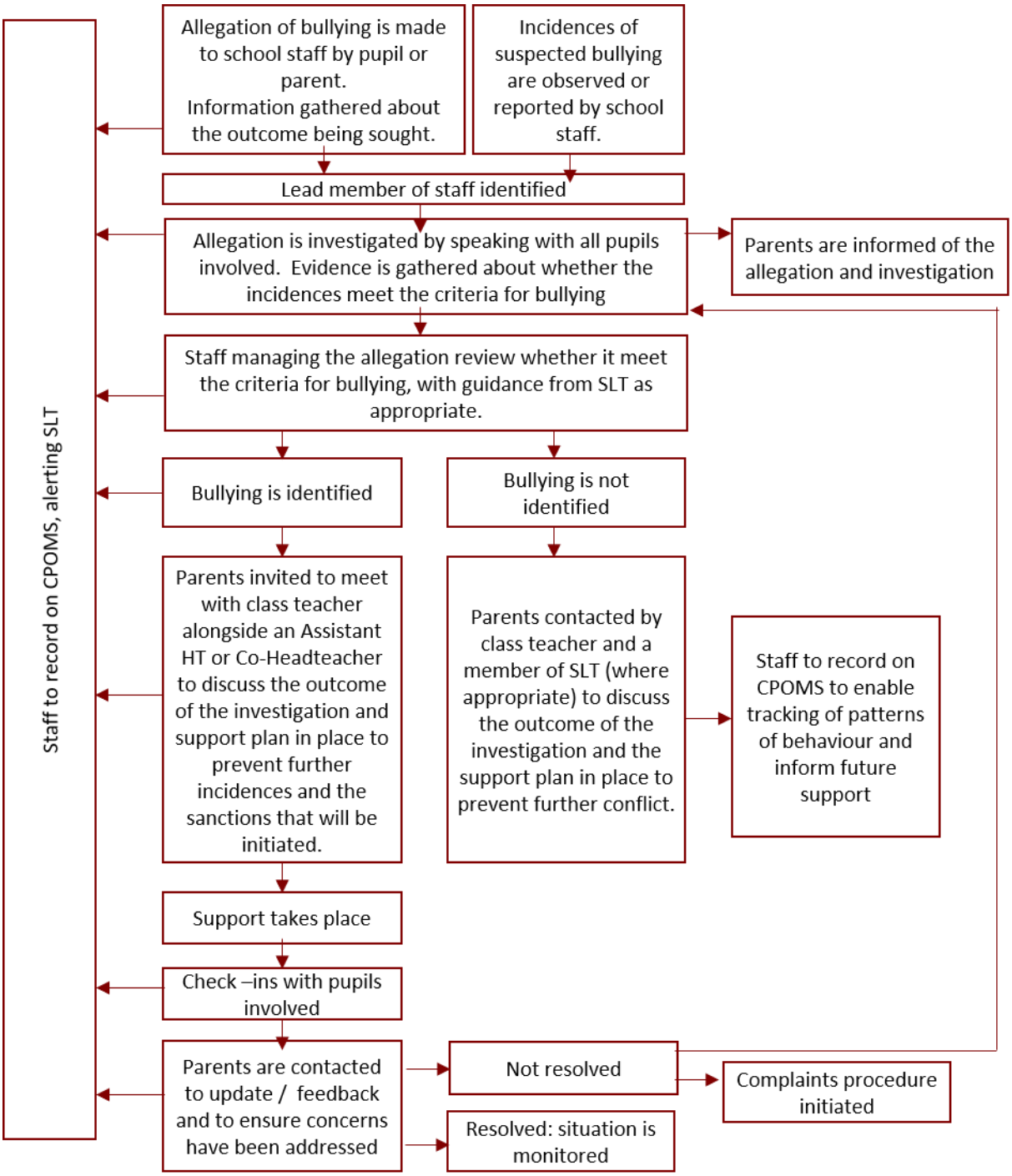
Pupils	Pupils can report that they feel that they are being bullied to **<u>any</u> member of staff**. This can be verbally, or via mechanisms like the class worry box.
Parents	Parents should report incidences of bullying to the class teacher in the first instance. The class teacher will then escalate any incidences to a member of SLT, as required. Parents can report bullying via an email to the school office, marked to the attention of the class teacher. Alternatively, parents may request a meeting or telephone conversation with the class teacher to discuss bullying. This is done via the school office.
Staff	All staff are responsible for dealing with any reported incidences of bullying. Where a member of staff observes or deals with behaviour that they believe may constitute bullying, it is likely that the member of staff would work with the child's class teacher to manage or investigate the concern.

	Where the threshold for bullying has been met, staff are expected to escalate this to a member of SLT. Incidences of bullying or relational conflict that could result in a bullying pattern must be reported / recorded via CPOMS.

The Co-Headteachers will report termly to the full governing body regarding any incidences of bullying.

6. Responding to reports or observations of bullying

The following flow chart sets out how the school would respond to a reported or observed incidence of bullying:



7. Support for pupils that have experienced bullying:

We aim to support all pupils who have been involved with bullying incidents. The support we can offer includes:

Support for the target of bullying	Support for the perpetrators of bullying
• Opportunities to speak with designated members of staff, including the reassurance and support of the SLT • Safe spaces and enhanced reporting opportunities • Restorative work to rebuild trusting relationships • Trauma informed support through ELSA or Thrive • Support to build confidence and positive self-image. • Targeted support to build confidence and resilience • Ensure parents / carers know where to access independent advice about bullying.	• Awareness work so that they understand the consequences of their actions • Restorative work to rebuild trusting relationships • Support to meaningfully apologise • Emotional regulation and de-escalation interventions • Trauma informed support through ELSA or Thrive • Social skills groups • Ensure parents / carers know where to access independent advice about bullying.

This list is not exhaustive and will be adjusted to appropriately match the circumstances, age, developmental stage or SEND of any child.

8. Consequences and sanctions for perpetrators of bullying

The school's behaviour and exclusion policies set out the sanctions that are available to schools. At Lady Boswell's we recognise that there are often underlying reasons as to why children demonstrate bullying behaviours and that we aim to apply our school value of forgiveness to perpetrators of bullying and look to restore relationships and prevent further incidences from happening.

The school may apply the following consequences to perpetrators of bullying:

- Removal of privileges or rewards
- Meeting with senior staff alongside parents
- Spending break or lunch break with a member of SLT
- Removal of leadership responsibilities or roles within school
- Internal exclusion
- External exclusion

This list is not exhaustive and will be adjusted to appropriately match the age, developmental stage or SEND of any perpetrator.

8. Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Confidentiality Policy
- Online Safety policy
- Safeguarding and Child Protection Policy
- PSHE Curriculum Policy

9. Complaints

Where parents believe that the school have not sufficiently dealt with incidences of bullying, complaints can be made in accordance with the school's complaint policy, available on the school website.