



All Saints' C. of E. Primary School

Philippians 4:13 "I have the strength to face all conditions by the power that Christ gives me"

Policy: Anti-Bullying Policy

Date: November 2024

Our Vision
Confident Futures

Our Mission
Inspiring and enabling each other,
through our Christian values,
to flourish
and be outstanding in everything we do

Our Core Values
Kindness
Respect
Resilience

The Designated Safeguarding Lead (DSL) is
Joanne Ghosh – Head Teacher

The Deputy Designated Safeguarding Leads (D-DSLs) are
Gemma Osafo – Deputy Head Teacher
Louisa Ball – SENCo (from 23rd Jan 2025)
Janet Sharp – KS2 Phase Leader

Online Safety Lead (OSL)
Janet Sharp – KS2 Phase Leader

Governor with Responsibility for Online Safety
Rob Wilson

Designated Member of Staff for Looked After Children
Louisa Ball – SENCo

Governors with Responsibility for Safeguarding
Alex Millbrook



Safeguarding Statement

The Governors and staff of All Saints' CofE Primary School fully recognise and are committed to the responsibilities and duty placed upon them with regard to arrangements for safeguarding and promoting the welfare of all pupils. We expect all staff, including volunteers, to share this commitment, recognising that they have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- *Protecting children from maltreatment inside or outside the home, including online*
- *Preventing impairment of children's mental and physical health or development*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *Taking action to enable all children to have the best outcomes*
- *Providing help and support to meet the needs of children as soon as problems emerge*

Parents and carers expect a secure and caring environment in which the children can flourish. We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

To meet this expectation, the school adheres to a wide range of national and local policies and guidance, including Working Together to Safeguard Children 2023, Keeping Children Safe in Education 2024 and policy is in line with the London Child Protection Procedures 2017 (7th edition amended October 2022), as well as the school's Safeguarding & Child Protection policy, Online Safety Policy, Anti-Bullying Policy and Health & Safety Policy. Parents and carers are welcome to read the policies on our website or on request from the School Office.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Part of our legal duty to safeguard children may also include the need to consult with and take advice from other agencies such as the Police or social services should the need arise.

Aims

This policy statement forms part of a larger and wider general Behaviour approach in which it is stressed that the Christian ethos is supportive of good social behaviour based upon respect for oneself and for others.

Healthy Behaviour:

All Saints' is committed to training our children how to deal with bullying behaviour, openly acknowledge how it makes them feel and to respond assertively, not passively or aggressively. All Saints' will seek to address all concerns in the moment and attentively, to enable core emotional needs to be met. It will reinforce, in every child, healthy adaptive behaviours to enable emotional needs to be met;



and stop negative and destructive patterns of behaviour that fail to meet those needs such as bullying or blaming.

All Saints' School will not tolerate physically or emotionally bullying or abusive behaviour. All Saints' School also recognises that children who bully often do so to cope with abuse they have been subject to. This is not a justification for bullying behaviour but a means of understanding the dynamics involved so that it can be addressed effectively. All Saints' recognises that the bullying behaviour needs to be stopped and core emotional needs of both parties understood and addressed, so that healthy adaptive behaviours can be fostered. All Saints' understands that children learn best when they feel happy and their core emotional needs are met.

Core emotional needs met:

1. To feel safe, stable, nurtured and valued
2. To have some autonomy, to feel competent and to have a sense of identify
3. To have the freedom to express your own needs and emotions
4. To be able to act spontaneously and to play
5. To live in a world with realistic limits, which help you to apply self-control

Transparent Process

Our goal in this policy to provide an effective and transparent framework involving the pupils, parents and staff, on how to deal with bullying when it occurs, so all parties are respected and children's core emotional needs are met.

All Saints' is committed to supporting emotional health and well-being in addition to the standard PSHE curriculum and actively pursues a number of programmes which combine to support this outcome. Currently these include Zones of Regulation and ELSA. The school also has a staff member who holds a Mental Health First Aid certificate. The school has appointed Anti-Bullying Ambassadors (ABAs) from KS2 children, who are known to all and identified by ABA badges. These Ambassadors support our commitment to anti-bullying, which includes a school wide annual anti bullying week and an anti-bullying leaflet produced by the ABAs in consultation with pupils. This engages the children in how to deal with bullying behaviour. All Saints' also works with external specialists in Online Safety so that children are aware of the issues around cyber-bullying. Online safety is a core element of the Computing curriculum.

What is bullying?

Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the people concerned to defend themselves.

At All Saints' we recognise there is no 'hierarchy' of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff - by individuals or groups - face to face, indirectly or



using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Bullying can be:

Physical	hurting, e.g. hitting, kicking, taking or hiding belongings, unwanted physical contact (including that of a sexual nature), violence or assault, theft
Verbal and non-verbal	name calling, teasing, insulting, sarcasm, writing or sending unkind notes, unkind looks and expressions, hand gestures
Emotional	being intentionally unfriendly, excluding, nasty looks, spreading rumours
Prejudice	Bullying based on race, sexual orientation (including transgender and intersex), religion and belief, social deprivation, hate crime
Cyber	We recognise that cyber-bullying can be just as damaging as bullying that is face to face. Virtual bullying can occur in or outside school at all times of the day, and on numerous platforms where comments are difficult to retract

Cyberbullying includes:

- sending threatening or abusive text messages or phone calls
- sending threatening or abusive online / chat room messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name:
 - sending explicit messages, also known as sexting
 - pressurising children into sending sexual images or engaging in sexual conversations.

Signs and symptoms of bullying

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

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- stammers
- attempts or threatens self-harm
- cries him/herself to sleep at night or has nightmares/bedwetting/broken sleep
- regularly feels ill in the morning
- quality of learning and level of engagement drops

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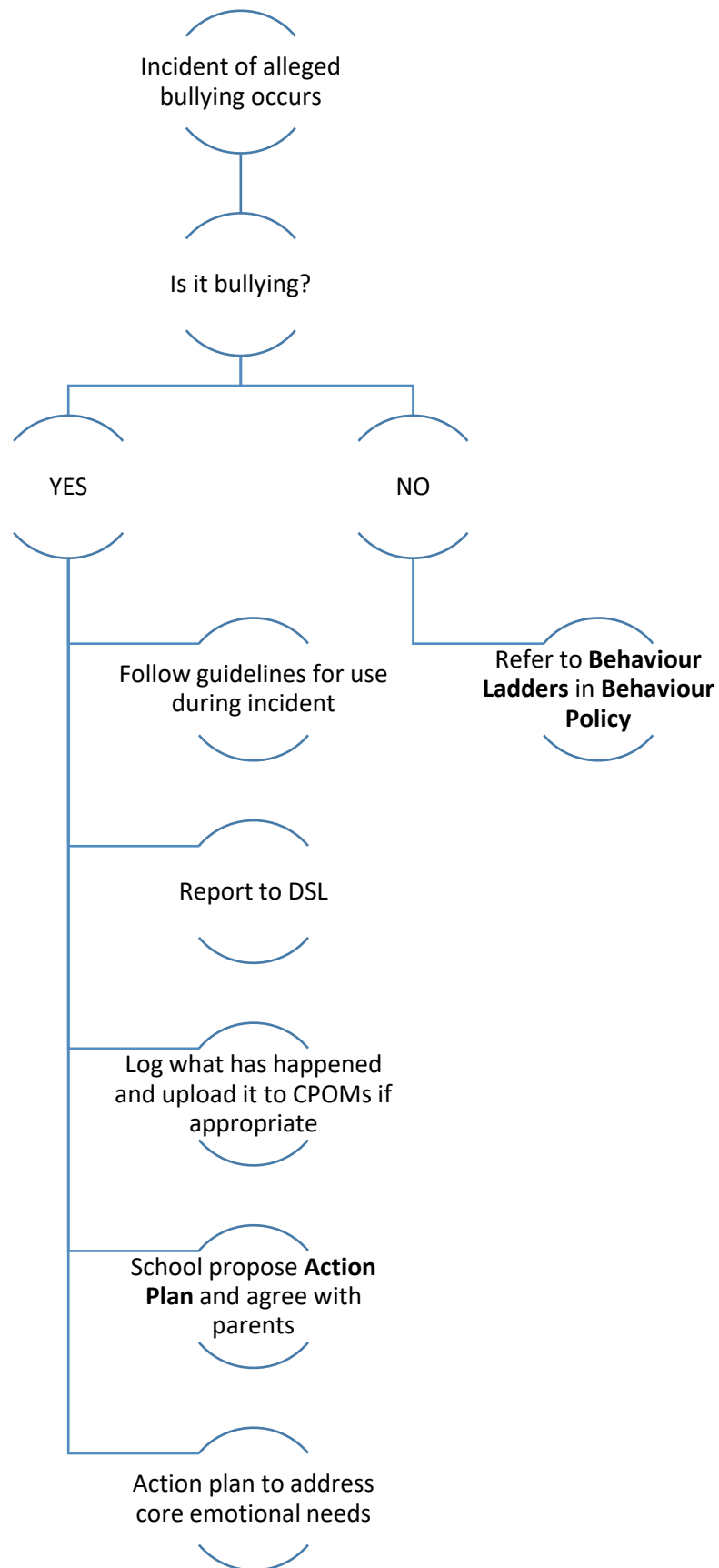


- comes home with clothes torn or possessions damaged or missing
- has unexplained cuts or bruises
- stops eating
- is frightened to say what is wrong

All staff, parents and carers should be aware of these possibilities and commit to report promptly any suspicions of bullying to the DSL (or one of the Deputy DSLs in their absence).



Process for dealing with bullying behaviour:





Guidelines for use during an incident: Guidelines

The staff have agreed upon the following steps to be taken by the member of staff concerned. These actions should be considered alongside the Behaviour Policy.

1. Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
2. Take the incident or report seriously
3. Take action as quickly as possible
4. Openly and demonstrably arrest the incident. The situation needs to be resolved openly within the group in which it has taken place. Emotional needs understood and adaptive behaviour instilled.
5. Put in place a clear boundary for both parties that helps meet their core emotional needs (see point on page 3)
6. Record the details on CPOMs, where appropriate.

Strategies for Training and Teaching Adaptive Behaviours

Staff Support

All staff will undertake regular training on how to deal with bullying. All those working in the school (including adult helpers) are to be made aware of this policy and supported to implement it. All Saints' school will offer, as part of e-safety and PSHE, parent information evenings in support of this.

Fostering good behaviour

At All Saints' positive, good behaviour is rewarded by praise and rewards that include praise, team points, merit cards, Good Conduct Awards, details of which are stated in the Behaviour Policy. The setting of the scene in the classroom is vital, with a definite expectation of good social behaviour. The boundaries that are set and observed are required similarly by all members of staff. The management of the curriculum plays a crucial role in helping to create a good ethos by dealing with the issues of bullying in subject planning, and schemes of work for each subject emphasise and support this. This expectation of good behaviour extends beyond the classroom to all areas of school activity, in or outside the school.

We ensure the anti-bullying message is given through our worship and PSHE lessons. We invite organisations such as the NSPCC to talk to pupils about aspects of bullying, including cyber-bullying. We mark Anti-Bullying Week each year, normally in November, with an increased focus on bullying, both through our assemblies and curriculum activities and learning. Online Safety, including Cyber-bullying is addressed through the Computing Curriculum.

Each year group has a Worry Box in the classroom, through which pupils can communicate any concerns or anxieties they have with staff. [Insert process here for how worry box notes are dealt with by staff]

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All Saints' also has embedded systems for supporting pupils' core emotional needs through buddy systems, classroom circle time and friendship benches in the playground.

Monitoring, reviewing and assessing the policy

Governors will annually review this policy. It is expected the teaching staff will feed into this process, either via the Head Teacher or the staff Governor. Pupils will contribute via School Council and/or ABAs.

Cross-curricular Links

The school will raise the awareness of the anti-social nature of bullying through: a citizenship programme; school assemblies and worship; the School Council; the ABAs and the use of Circle Time as appropriate. The school year starts off with a focus on Online Safety, including the signing by pupils, staff and parents of appropriate Acceptable Use Policies (AUPs) covering use of online technology both at school and offsite.

Equal Opportunities

The School has a duty to offer equal opportunities to all pupils. In accordance with the schools' policies, especially those relating to Equal Opportunities, SEND and EAL, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. The Equality and Diversity policy can be found on the website or a copy requested from the School Office.

Roles and Responsibilities

Staff

- Foster in our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Will ensure the anti-bullying message is given through our worship and PSHE lessons
- Be alert to signs of distress and other possible indications of bullying
- Be ready to follow the procedure in this policy
- Listen to children who have been bullied, take what they say seriously and act to support and keep them safe
- Make the child feel confident that action will be taken
- Report suspected cases of bullying to the DSL or the deputy DSLs
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken using Appendix 1
- Deal with observed instances of bullying promptly and effectively, as outlined in this policy
- Record, as appropriate, any incidents on CPOMs



Pupils

Pupils are actively involved in creation of this policy via the School Council. The pupil's anti-bullying leaflet is found at Appendix 2, which offers a child-friendly policy on anti-bullying. The school seeks to give pupils ownership and responsibility to work towards healthy adaptive behaviours.

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Encouraging and advising their children to report any bullying (to their class teacher or to a member of the Senior Leadership Team; Mrs Joanne Ghosh, Ms Gemma Osafo or Mrs Louisa Ball and Ms Sharp for any online bullying incidents) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Informing the school of any suspected bullying, even if their children are not involved
- Working with the school even if their children are accused of bullying, by following and helping put in place an Action Plan (Appendix 1) for both parties.

Community

As part of the school community, it is expected that anyone involved with the school should work together to combat and eradicate bullying and any incidents reported in accordance with this policy.

Links to Other Policies and resources:

- Online Safety Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- www.nspcc.org.uk
- <http://www.bullying.co.uk/>

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- <http://www.anti-bullyingalliance.org.uk/>

The Anti-Bullying Policy was reviewed in November 2024

It was formally adopted and approved by Governors: November 2024

Date of Next review (Annually): November 2025

Signed: _____ Date:

Chair of Governors



Appendix 1: Reporting Form

Action Plan

With the individual(s) displaying the bullying behaviour		With the individual(s) who has/have been bullied		Within the school
	Apology to the pupil who has been bullied and acknowledgement and understanding their behaviour has hurt someone		Reassurance that not their fault and space to reflect how they feel (visit to Hector?)	Staff / governor training
✓	Notify parent / guardian	✓	Notify parent / guardian	Class / peer group workshop
	Awareness raising behaviour (unacceptable/valuing diversity)		Buddying, mentoring, peer support and assertiveness training	Assembly subject
	Support to address feelings in an adaptive way		Counselling	Review of curriculum or policy
	Disciplinary action		Referral to specialist help/agency	Campaign e.g. posters
			Medical treatment	Letter to parent / guardians
✓	Set review dates	✓	Set review dates	Initiative with learning community / LEA
	Exclusion		Other (please describe below)	Other (please describe below)
	Notify Police			
	Other (please describe above)			

Plan agreement:

1	The action plan: clearly specify the underlying problems, unmet core emotional needs, and how all parties in the case the will be supported and, where necessary, sanctioned. It will offer guidance for how emotional needs can be met, including supporting new and healthy adaptive patterns of behaviour.
2	The aim of the action plan is to ensure that the bullying stops and should involve preventative measures to ensure bullying does not occur again. All victims should be removed immediately from any danger. Often times, this will involve removing the bully from the situation.
Signed: _____ Date: _____	

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For use by SLT Focus of Bullying/Hurtful Behaviour

	Definitely Applies	Possibly Applies
Ethnicity/Race		
Homophobia/Sexuality		
Gender/gender identify		
SEN and disability		
Appearance, including size/weight		
Ability/Application		
Religion/belief		
Class/Socio-Economic/family circumstances		