



“Let your Light shine”

Matthew 5:16

The Polehampton C. of E. Schools

Anti-bullying Policy

Document History

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“Let your light shine”
Matthew 5:16

These words of Jesus are at the heart of our school’s vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew’s gospel that we are lights for the world. As we seek to follow him, we share his light with others and change the world!

In this policy, we “let our light shine” by ensuring everyone feels safe and secure in their learning environment.



The aim of our anti-bullying policy is to ensure that all children feel safe.

In order to create a culture where children can **grow to be content in their own skin**, and be **happy for others in the skin they're in**, we want to **facilitate a culture of love** that **accepts** and **forgives as they explore questions of identity**.

(Valuing All God's Children: Challenging Homophobic, Biphobic and Transphobic Bullying, 2021).

Bullying is an 'anti-social behaviour'; Polehampton's aim is to actively teach children 'pro-social behaviours'. Behaviour is always seen as form of communication therefore, even with anti-social behaviour, we have a duty of care to all parties involved in any incidents of bullying.

"Children should be afforded freedom from the expectation of permanence. They are in a 'trying on' stage of life, and not yet, adult and so no labels need to be fixed."

(Valuing All God's Children: Challenging Homophobic, Biphobic and Transphobic Bullying, 2021)

Anti-social behaviours are wide-ranging and we acknowledge that behaviours are complex, and may sometimes be subtle or/less outwardly anti-social.

Definition of Bullying

The definition of bullying that we have adopted is: when a person or group is anti-social towards another person or group **several, times on purpose**. We share the acronym STOP with the children in order to teach them what bullying is.



We encourage children to **speak to other people** (STOP) if they are experiencing anti-social behaviour, frequently or to a high severity. We work to a frequency x severity threshold to support our decision making in dealing with bullying.

Where behaviour is anti-social **and** related to race, sexual orientation, gender, religious beliefs or is of a sexual nature; the procedures below will be triggered, irrespective of frequency. Recording of such incidences have



a separate categorisation on our central database and will be reported to governors at termly meetings. Parents of both parties will be informed. Children will also be spoken to by a trusted adult in school and relevant plans may ensue.

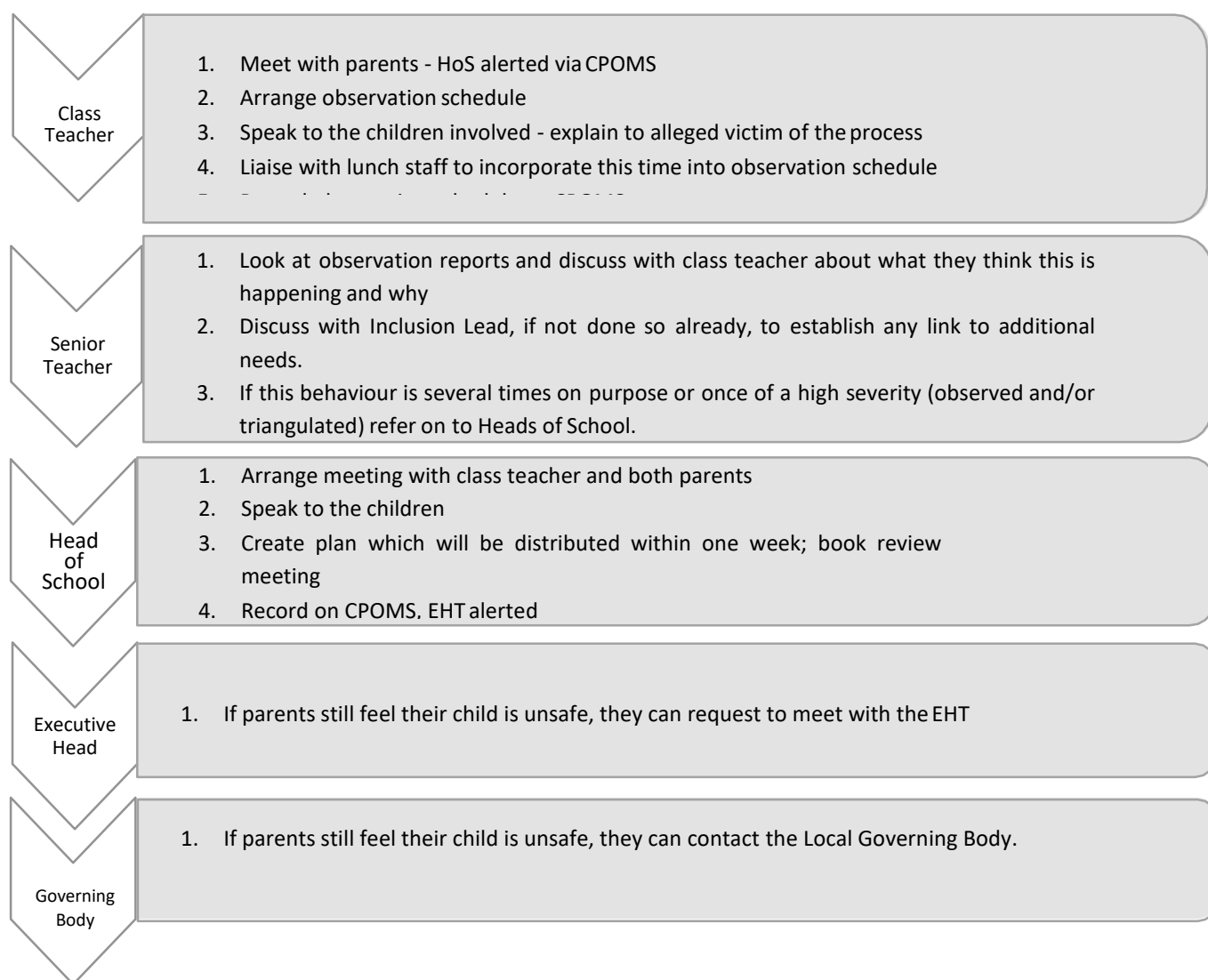
Frequency x **Severity**

Severe incidents, including the categories outlined above, might include one or more of the following:

Intentional destruction of clothing or property; intentional physical injury from which blood is drawn or a bruise is left; broken bones or concussion.

Procedures:

- I. If a parent or staff member reports an allegation of bullying, a report of this conversation will be entered into CPOMS and senior staff made aware. See below.
- II. A period of observation will be undertaken, by school staff, to ascertain what is happening - when, where and how.
- III. Children will be spoken to and have their voices heard and recorded. Safety measures will be reiterated.
- IV. The person making the allegation will be informed of the findings from the observations and a plan will be put into place, if deemed necessary by the Head of School.
 - a. A plan will be devised for both the perpetrator and victim within one week of any initial meeting/conversation.
 - b. Plans will be shared with parents but we will never share information about another child (including their needs, any follow up work they may or may not have had and any information about their actions including, for example, whether they have apologised).



Plans

Both parties involved will have work planned as a follow up to the agreed incidents of bullying. This will be tailored to the child's age, needs and understanding.

We will not be using sanctions as a way of 'punishing' bullying. This is because we are taking a therapeutic approach to these situations; children are not anti-social without reason; as previously mentioned, these behaviours are a form of communication.



Reported (and agreed)
Incident(s) of Bullying

Key
Objectives of
the Plan

Victim:
Rebuild trust with
school
Ensure safety
Explain safety
measures
Increase 'sense
of safety'
Restore and rebuild
self-esteem

Perpetrator:
Identify/ understand
reasons for
behaviour
Teach alternative
coping strategies or
behaviours
Raise self-esteem

We will employ the use of 'logical consequence' instead of sanctions.



For both parties, follow up plans may include any, or some of, the following.

| Activity | Delivery | Approximate Timescale |
|---|--|---|
| Tailored Personal, Social, Health Education (PSHE) teaching | With Whole Class By Class Teacher | Indefinite |
| Nurture/Social & Emotional support | With Small Group By Teaching Assistant | Two/three sessions |
| Nurture/Social & Emotional support | Individual by Teaching Assistant | Two/three sessions |
| Nurture/Social & Emotional support | With Small Group (TA) | - 6 sessions until review - Strengths and Difficulties Questionnaire completed |
| Nurture/Social & Emotional support | Individual | - 6 sessions until review - Strengths and Difficulties Questionnaire completed |
| Educational Psychologist | Consultation Advice | Unknown |
| Foundry College | Consultation Advice | Unknown |

If there is a continuation in the anti-social behaviour, fixed term exclusion may be considered to assess the schools' resources; it will not be used solely as a punishment.



Equality & Equity

With our children in the "... 'trying on' stage of life" (C of E, 21) we aim to address all incidences of bullying in a therapeutic, effective and equitable way.

Schools have a duty to cater for a wide range of educational, social, emotional and behavioural needs. Some children require more/less support, in certain areas, than others. These might not always be visible and certainly, when it comes to behaviour, follow-up work is often subtle and implemented over a long period of time. There are no visual reprimands made but far more purposeful and effective work taking place to address the issue. We will work closely with parents to ensure they feel reassured that the issues with their child are being dealt with in a way that is suitable for all parties involved; without being to the detriment of another. School/home partnerships rely on trust and we hope our parents trust that we act in an equitable and measurable way to deal with any forms of bullying. Our plans will outline the key support in place for your child and the school will always act to implement **equitable** support and plans for all.

