

Polehampton CE Infant and Junior Schools

Anti-bullying Policy



Approval required by	LGB
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Version	Date	Description
1	Spring 2023	Numbering re-started for new policy updates.

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Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Polehampton Church of England Infant and Junior Schools, we "let our light shine" by addressing the strategies we employ to facilitate environments where children feel safe, valued and confident to share their development in a way they feel comfortable doing so.

Aims of the policy

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

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

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.

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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 out decision making in dealing with bullying.

We appreciate that in some instances (e.g. related to protected characteristics or comments of a sexual nature), the frequency of these comments becomes less significant and instead are viewed as severe enough to warrant immediate intervention.

Frequency vs 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

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.

1. A period of observation will be undertaken, by school staff, to ascertain what is happening – when, where and how.
2. Children will be spoken to and have their voices heard and recorded. Safety measures will be reiterated.
3. 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 this meeting.
 - b. Plans will be shared with parents but we will never share information about another person’s 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).

Class teacher	<ul style="list-style-type: none"> • Meet with parents – HoS alerted via CPOMS. • Arrange observation schedule (often 15 days). • Speak to the children involved – explain to alleged victim of the process. • Liaise with lunch staff to incorporate this time into observation schedule. • Record observation schedule on CPOMS.
Phase Lead	<ul style="list-style-type: none"> • Look at observation reports and discuss with class teacher about what they think this is happening and why • Discuss with Inclusion Lead, if not done so already, to establish any link to additional needs. • If this behaviour is several times on purpose or once of a high severity (observed and/or triangulated) refer on to Assistant Headteacher. • Record an update on CPOMS.
Assistant Headteacher	<ul style="list-style-type: none"> • Arrange meeting with class teacher and both parents

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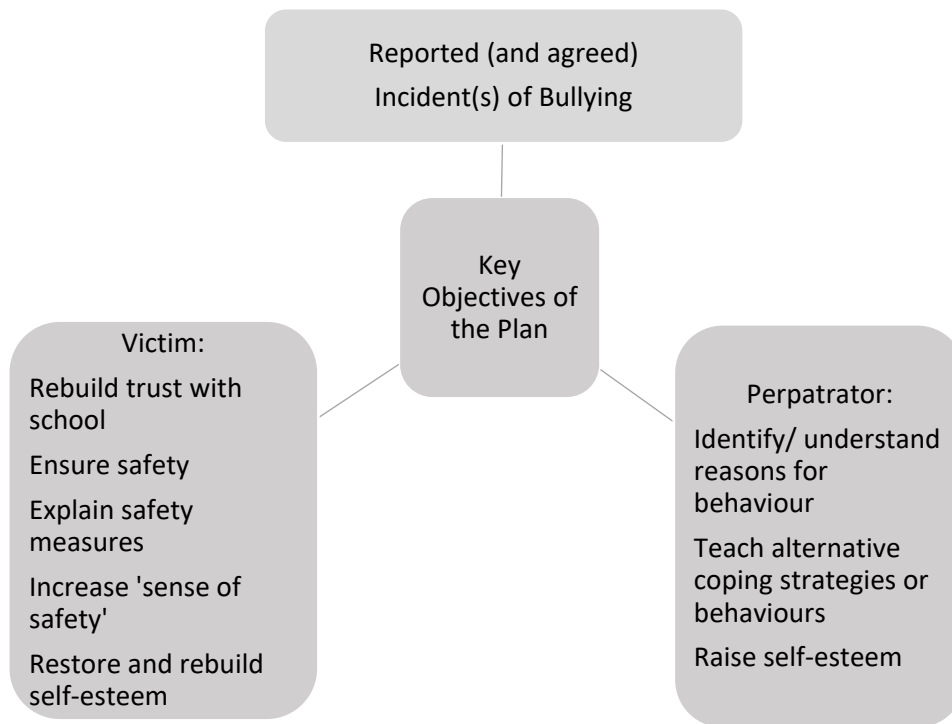


	<ul style="list-style-type: none"> • Speak to the children • Create plan which will be distributed within one week; book review meetings • Record an update on CPOMS.
Formal Complaint	<ul style="list-style-type: none"> • If parents still feel their child is unsafe, they should follow the school's complaints procedure to consider any issues with the process so far, or what further action can be taken.

Plans for anti-bullying

Both parties involved will have work planned as a follow up to the agree 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 for no reason; as previously mentioned, these behaviours are a form of communication.



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

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

Activity	Delivery	Approximate Timescales
Tailored Personal, Social, Health Education (PSHE) teaching	With Whole Class By Class Teacher	Indefinite
Nurture/Social & Emotional support	With Small Group	Two/three sessions

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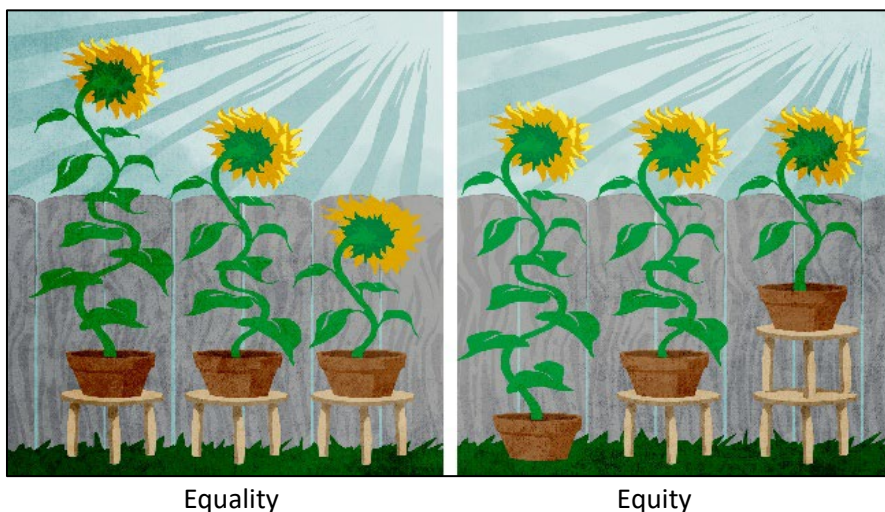


	By Teaching Assistant	
Nurture/Social & Emotional support	Individual By Teaching Assistant	Two/three sessions
Nurture/Social & Emotional support	With Small Group By Nurture Assistant	- 6 sessions until review - Strengths and Difficulties Questionnaire completed
Nurture/Social & Emotional support	Individual By Nurture Assistant	- 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 and equity

Bullying is not tolerated at Polehampton. We aim to deal with any incidences of it in a meaningful, 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 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.



Equality

Equity

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