

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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'Following in God's way, Learning day by day, Working with one another, Caring for each other'

Anti-Bullying Policy

Date of Policy: 2022

Review date: 2025

School Statement on Bullying:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and caring community.

St Luke's is built on a core set of Christian values where children feel happy and cared for. Here they find love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

So at St Luke's we aim to be disciples by:

Following in God's way

Learning day by day

Working with one another

Caring for each other.

Aims and Purposes of the Policy:

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos where all are treated with dignity and respect and where all members of the school community understand that bullying is regarded as unacceptable.

As a Church of England School promoting Christian values, we aim to produce a safe and secure environment where all can learn without anxiety and are free from threat, harassment, discrimination or any type of bullying behaviour.

This policy aims to produce a consistent school response to any bullying and cyberbullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to all forms of bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Consultation:

This policy has been produced after consultation with Wigan LA officers, Church of England Education Office, staff, pupils, governors and parents/carers of St Luke's C.E Primary School.

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and faith minority groups and those who experience sexist/sexual bullying.

What is Bullying?

1] Definition of bullying

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

2] Bullying behaviour

Bullying can take many forms but all forms are taken seriously.

- **Persistent Bullying**
- **Cyberbullying:** e.g. gaming/apps, messaging, mobile phones, social media, email, video hosting sites (YouTube), webcam
- **Damage to property:** e.g. graffiti, personal property
- **Inciting others to bullying behaviour** e.g. encouraging other pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- **Visual /written literature:** e.g. distribution/possession of posters/leaflets, graffiti, literature or material, e.g. pornography, wearing or display of offensive insignia
- **Physical hurt/attack:** e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- **Psychological:** e.g. damage to reputation (sexual, denial of identity, gender /ethnicity), emotional, extortion of belongings, identity theft / impersonation, isolation /refusal to work/play with other pupils, revealing personal information, threats
- **Verbal:** e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse

- **Threat with a weapon**
- **Theft or extortion**
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident

3] Types of bullying

Bullying can happen for a large number of reasons but the most common are listed below.

- **Sexual Orientation: Homophobic/Biphobic/Transphobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay, trans or bisexual. People do not have to be lesbian, gay, trans or bisexual to suffer prejudice-based discrimination)
- **Racial** (any bullying or incident perceived to be racist by the alleged victim or any other person)
- **Culture or Class** (incidents related to culture, those involving pupils who identify as Gypsy/Roma traveller or social class)
- **Religion or Belief** (*faith-based*)
- **Related to Disability, SEN or Health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances or other personal circumstances** (e.g. young carers or children in care)
- **Gender: Sexist** (incidents perceived to be demeaning to a gender in general)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching, display of sexual material, sexual gestures and other behaviour perceived to involve unwanted sexual attention)
- **Gender Identity: Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to trans people)
- **Direct or indirect verbal:** name-calling, sarcasm, spreading rumours and teasing.
- **Cyber-bullying:** bullying that takes place online, such as through social networking sites, messaging apps or gaming sites (see section 6).
- **Related to another vulnerable group of people.**
- **Peer-on-Peer** (Peer-on Peer abuse can take various forms including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence (including gangs), harmful sexual behaviour and gender/race violence. These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. **These signs and behaviours could indicate other problems, but bullying should be considered a possibility).**

4] Signs and Symptoms of bullying

Signs of bullying can be extremely varied and will very much depend on the individual but some of the more common signs include:

Physical signs e.g. physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress

Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness

Behavioural signs e.g. withdrawn, frequent and unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour

General e.g. frequently “lose” money/possessions, appears tired and lethargic, avoids playtime or entering/ leaving school with others or playtime

5] Preventing Bullying

The following list shows the preventative strategies that are used, when appropriate, at St Luke's.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying messages embedded throughout the curriculum
- National Healthy Schools Status
- Reward system for positive behaviour
- Bullying charter prominently displayed
- Circle Time – This helps with class management by building positive relationships between the children
- Nurture Groups – A small group of children where concerns can be discussed in a friendly, caring environment through fun activities.
- Worry box – Children can write their worries and concerns down anonymously
- Buddy system – Each summer term year 2 children are paired with year 5 children to ease the transition into key stage 2.
- SEAL – Social and emotional aspects of learning usually delivered in PSHE lessons.
- Play leaders/buddies – Older children who organise set games for the younger children at playtimes.
- Pupil consultation – School council feedback and regular questionnaires.
- Circle of friends – A small organised group of children who can discuss their concerns openly and strategies to help one another.
- Stonewall training and resources
- Towards Cultural Competence training
- CEOP training
- PREVENT/WRAP training
- Digital Literacy
- Books and Literature around school
- Christian Values
- British Values
- Toot-Toot
- Safeguarding Board information
- School website

6] Cyber bullying

What does cyber bullying mean?

'Using information and communication technology (ICT), particularly mobile phones and the internet, on purpose, to upset someone else.'

(Taken from Safe to Learn: Embedding anti-bullying work in schools, DCSF 2007)

St Luke's actively discourages pupils bringing mobile phones to school. If it is absolutely essential that a pupil's needs to bring in a mobile phone, this must be kept at the school office as soon as the pupil gets to school. This is done to remove the risk of cyber bullying **at school** using mobile phones.

We understand that cyber bullying can happen at any time and can happen in places where you thought were safe or personal. Sending a rude or hurtful text message, for example, means that cyber bullying could take place anywhere and at any time of the night or day and the person receiving this may be at their home.

Sometimes cyber bullying may happen because someone **did not think** about or **did not understand the consequences**. Online actions are generally different to actions or things said face to face with a person. Because of this, we must think about the following things:

- The distance between the bully and the person being bullied means we do not know the situation that has caused this. The message may have been intended as a joke but not understood and seen as hurtful and nasty. The person sending the message cannot see that their message has upset someone and so they can't sort out the misunderstanding.
- Sending a single message or image that may be embarrassing or upsetting, to the sender may be seen as a one-off, but because of technology this message or image could be sent on to others or posted online for other people to see.

Digital equipment, computers, mobile phones and the internet are now common parts of a child's environment and learning. Many children rely on technology to keep in touch with people and to learn, communicate and socialise with groups. Technology can play a positive, productive and creative part in the activities and social development of young people. If staff and parents/carers are not aware of the technologies being used, and how these are being used by children, they may be used in the wrong way. If staff and parents/carers understand children's online activities, it can help them to respond to situations in the right way. Adults need to talk to children about what they do with technology and what they are worried about so that being safe online can be discussed.

Types of Cyber bullying:

- Threats sent by mobile phone, email, via comments on websites, social networking sites or message boards.
- Repeated, unwanted texting or texting over a long period that is not wanted.
- Posting upsetting (trolling) or cruel remarks about someone online, or name-calling using a mobile device.
- Publicly posting, sending or forwarding personal or private information or images.

- Creating and sharing embarrassing images or videos.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.
- Identity theft, unauthorised access & pretending to be someone else.
- Voting for or against someone in an abusive poll.
- Online exclusion by refusing to return or acknowledge messages, deleting from friendship lists or using 'ignore' functions deliberately to cause harm and upset.

Anti-Cyber bullying Code:

Children will be taught the seven key messages in the anti-cyber bullying code as follows:

- 1) Always respect others
- 2) Think before you send
- 3) Don't let anyone, other than parents/carers, know your passwords
- 4) Block the bully – responsible websites & services allow blocking and reporting someone who is behaving badly
- 5) Don't retaliate or reply
- 6) Save the evidence – this will help to show others what is happening so that action can be taken
- 7) Make sure you tell!

Electronic devices are prohibited by the school. However, pupils in Year 6 are allowed to bring mobile phones into school for safeguarding purposes. Pupils in Year 6 must leave mobile phones in a locked draw within the school office. The Education Act 2011 amended the power in the Education Act 1996 so that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. (DFE guidance). In the case of sharing nude or semi-nude images then staff must not view images.

See also Safeguarding, Child Protection and Early Help and Online Safety Policies.

7] Responding to bullying

Bullying allegations – We are aware that bullying allegations can come from a number of different sources including from the child, child's friend, parent/carer or staff member. All will be taken seriously and acted upon. The mechanisms that we have in place to receive these allegations are both direct (e.g. spoken face-to-face allegations to school staff) and non-direct mechanisms (e.g. worry boxes) to cater for the variety present within pupils and their preferred reporting styles. For example, some children are often hesitant to use direct reporting mechanisms.

Procedures for dealing with bullying at St Luke's Church of England School

Children should report bullying incidents to available staff or someone who they can trust. In cases of bullying, the incidents will be recorded by staff on a bullying log sheet and investigated initially by the class teacher. If an incident is not resolved, the Key Stage Leader or Inclusion Leader, Deputy Headteacher and ultimately the Headteacher will continue the investigation. All incidents of bullying must be reported to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

Any incident will be logged and passed immediately to the appropriate member of staff who will ensure this matter has been resolved.

All incidents of bullying are recorded on the schools' bullying log held in the Headteacher's office. All incidents of bullying are reported to the Governing Body. All incidents of bullying are treated very seriously and dealt with promptly by the Headteacher (DSL).

The Headteacher (DSL) will be responsible for looking at incidents of bullying and will follow the stages below;

STAGE 1:

- The school will investigate the incident.
- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The school will aim to sort out differences and encourage the pupils to reconcile.
- Parents will be informed and consulted.
- The procedure will move to the next stage if the problem is not resolved.

STAGE 2

At stage 2 the 'Seven Steps Approach' will be used. This approach tries to support the victim by seeking to change the behaviour of the bully and so reach the best possible outcome for the person being bullied. Punishment of the bully will often make things worse for the person being bullied and this leads to secrecy rather than a solution. This is the way our Local Authority suggests we work and our pupils, staff and governors agree that this is the best way of solving the problem.

The 'Seven Steps Approach' is explained below:

- 1. Step One – interview with the victim**
When the teacher finds out that bullying has happened he/she starts by talking to the victim about his feelings. He/she does not question him/her about the incidents and he/she may not need to know who was involved.
- 2. Step Two – convene a meeting with the people involved**
The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate the bullying. We find that a group of six to eight young people works well.
- 3. Step three - explain the problem**
The teacher tells them about the way the victim is feeling (this is done with his/her permission) and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does he/she discuss the details of the incidents.
- 4. Step four – share responsibility**
The teacher does not blame individuals but explains that he/she knows that the group are responsible and can do something about it.
- 5. Step five- ask the group for their ideas**
Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not mention improved behaviour
- 6. Step six- leave it up to them**
The teacher ends the meeting by asking the group to make sure they solve the problem. The teacher arranges a follow up meeting with them again to see how things are going within 5 working days.

7. Step seven- meet them again

At this follow up meeting, the teacher discusses with each child, including the victim (person being bullied), how things are going. This allows the teacher to monitor the bullying and keep the children involved. Further meetings will be arranged if they are needed

The time scale will be shorter where bullying involves very young children. The teacher must always have another member of staff to record and observe the meetings.

All actions will be recorded and carefully evaluated. All staff will be informed of the action taken. Parents will be informed at the appropriate time. **(See below)**

If the 'Seven Steps Approach' does not work for a particular child or group of pupils and the bullying continues, then the following procedures will be worked through:

STAGE 3

The Headteacher and the teacher contacts parents or carers of the victim and the bully/bullies. An update will be provided and the pupil's behaviour is discussed. Appropriate action decided upon. The child will be placed on the special needs code of practice at School Support and an individual behaviour plan will put in place. There will also be a positive discipline programme involving child, parents and teachers working together with regular reviews.

STAGE 4

There are clear links at this stage with the school Behaviour and Discipline Policy. A referral will be made to outside agencies (contact will be made) e.g. Targeted Educational Support Service, Educational Psychologist. Such referral may lead to the initiation of a Pastoral Support Programme (PSP). A PSP is usually the required step before any permanent exclusion can be made. With parental consent an Early Help may be required. The school may work in partnership with other outside agencies e.g. Startwell, the Police, School Nurse.

STAGE 5

Fixed term exclusion may be necessary. The Governing Body will be made aware of the disciplinary action taken.

8] Recording of Incidents

- The Headteacher/Deputy Headteacher will record their discussions with both parties.
- The parents/carers of pupils involved will be informed and further discussions may take place.
- All racist incidents will be recorded on the schools Racist Incidents Log. All racist incidents are reported to the Governing Body each term.
- All homophobic/biphobic/transphobic incidents will be recorded on the schools homophobic/biphobic/transphobic Incidents Log. All incidents are reported to the Governing Body each term.

9] Monitoring and Support

This policy is monitored on a regular basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

All pupils are supported during the 7 steps approach by regular one to one conversations with a dedicated member of staff.

10] Prejudice-related incidents

An incident may be a prejudice-related incident or a bullying incident, or both. A prejudice-related incident is for example, racist graffiti, cultural, religious or sexist language, which need to be addressed but may not constitute bullying because they are not repeated, not intentional or not directed at an individual.

Prejudice-related, bullying and abuse against staff will be recorded and reported to the LA. While prejudiced related incidents and prejudiced related bullying are often prevented and responding to using generic techniques, we fully realise that each form has its own specific sensitivities that may necessitate a more tailored response. At St Luke's we actively promote equality and cohesion and therefore operate a zero tolerance approach to all forms of bullying and prejudice-related incidents.

11] Bullying of staff by pupils, parents, carers or other staff

These types of incidents are to be reported and responded to by the Headteacher or Governing Body if the Headteacher is involved. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice. Staff may refer to the Procedure for Managing Allegations Against Staff Who Work with Children and the Whistle Blowing policy.

12] Involving parents

Parents are surveyed on an annual basis regarding behaviour at our school. Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

13] Anti-Bullying Complaints

If a parent/carer is unhappy with how a bullying allegation has been handled, their first action should be to talk to the class teacher. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school's website.

14] Monitoring and evaluating the policy

This policy is monitored by the Headteacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly. They do this by examining the school's incident logbook, where incidents of bullying are recorded and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with Special Educational Needs and Disabilities.

15] Useful contacts

A list of useful contact numbers and websites for bullying issues:

Phone numbers

- *Childline – Call:0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day*
- *NSPCC - Call:0808 500 5000*
- *PAPYRUS – Confidential support if you are having thoughts of suicide or concerned for a young person Call:0800 068 4141 Text:07786 209 967*

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk—information, resources and advice relating to bullying
- Beat Bullying: www.beatbullying.org— resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils
- Childline: www.childline.org.uk
- *Cybermentors* – www.cybermentors.org.uk - a safe social networking site providing information and support for young people affected by bullying
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Equality Act 2010 - <https://www.gov.uk/guidance/equality-act-2010-guidance> and <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk - Bullying advice, helpline, information, Anti-Bullying resources and training
- MindEd: www.minded.org.uk
- Need2Know – www.need2know.co.uk – youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc
- NSPCC: www.nspcc.org.uk - advice on what to do if you are being bullied or see someone who is
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Think U Know – www.thinkuknow.co.uk - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

16] REPORT ON A BULLYING INCIDENT LOG SHEET.

PART ONE – to be completed by the person reporting the incident.

Full name and address of the person reporting the incident	
Date, time and place of the breach	
Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)	
Please use the other side or a separate sheet if required...	
Signature:	Date:

PART TWO – To be completed by the person investigating the incident

Names of investigator(s)	Date the investigation took place
Main finding(s)	
Actions taken and support for the subject	
Signature:	Date:

