

THE VILLAGE SAINTS PARTNERSHIP



Anti-Bullying Policy

Document Control

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1. Rationale

Our principal purpose at the Village Saints Partnership is to serve our communities by providing a stimulating and challenging education of the highest quality within the context of Christian belief and practice. Our schools encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience they offer to all our pupils as stewards of God's Creation.

This document is part of the schools' policies and procedures which have been developed and adapted in order to enable all members of the school communities – governors, parents, pupils, staff and visitors – to be able to contribute positively in making the mission statement a reality.

Policies have been produced and adopted by the Governing Body in order to ensure that the Governing Body meets its legal obligations and provides the maximum support for the mission of the schools.

Procedures have been developed and adopted in order to aid the safe and supportive day-to-day running of the school whilst ensuring that all the children are to benefit from and enjoy the educational opportunities that come from the school's mission.

2. Mission statement

Within the Village Saints Partnership, all pupils, staff, volunteers and visitors will be offered equal opportunities regardless of race, beliefs, gender, disability, sexual orientation or any additional needs. Adaptations to teaching and learning will be made in order to ensure that all pupils are given the best possible learning conditions and any actions or circumstances that raise Safeguarding concerns will be investigated and addressed as a matter of urgency. Any Safeguarding or equal opportunity concerns should be given to the Designated Safeguarding Lead.

The schools takes great pride in their friendly atmosphere and the Christian values which all members of the school communities (both staff and pupils) show towards each other. This considerate behaviour is encouraged at all times. We celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

The schools must be safe, friendly and secure places to each individual, and this cannot be so for any individual who is in any way bullied. The schools' objectives are to promote and encourage the maintenance of a friendly atmosphere.

3. Principles

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- Schools will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

4. Definition of bullying

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may unintentional. It may be perpetrated by individuals or by groups of pupils. Bullying usually occurs over a prolonged period of time rather than being a single, aggressive incident.

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5. Forms of bullying

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

6. Responsibilities of all stakeholders

6.1 The responsibilities of staff

Our staff will

- Foster 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.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (the designated safeguarding lead for child protection).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

6.2 The responsibilities of pupils

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.

Anyone who becomes the target of bullies should:

- 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.

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6.3 The Responsibilities of 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.
- Advising their children to report any bullying to (their class teacher) 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;
- Keep a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

6.4 The Responsibilities of all

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

7. Preventative measures

The academies take very seriously any claims or incidents of any form of bullying. We recognise the importance of dealing with any hint of bullying as quickly as possible to ensure all children feel they are important, safe and cared for. The following are strategies to ensure this happens:

- Providing a high level of supervision at all times;
- Intervening immediately with any evidence of bullying;
- Rigorously applying the Behaviour Policy;
- Awareness of possible effect on children withdrawn from class for special needs support;
- Promoting positive behaviour, for example verbal praise, use of Dojo Points, encouragement and gratitude, public recognition of positive behaviour / effort through awards in Celebration Assembly, Top Table awards;
- Demonstrating supportive relationships by adult role models;
- Providing open lines of communication, whereby pupils and adults know that their concerns will be listened to sympathetically;
- Providing opportunities for group / class discussion in order to see the other person's perspective on a situation e.g. circle time;
- Raising self-esteem e.g. through Emotional Literacy Support Assistants (ELSA) support;
- Taking part in Anti-Bullying Week each year;
- Teaching eSafety.

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8. Procedures for dealing with incidents of bullying behaviour

We will respond to a bullying incident by closely following the steps set out in our Behaviour Policy. In addition, we will:

- Keep detailed records on the CPOMS safeguarding system.
- Contact parents/carers of all pupils concerned in the bullying incident.
- Investigation.
- Feedback to those concerned.
- Take additional sanctions as deemed necessary.
- Contact relevant professionals e.g. Behaviour Management Team, Education Psychology etc.